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ABSTRACT

This publication offers a state-by-state summary of the school-to-work and/or school-to-careers activities funded by the School-to-Work Opportunities Act of 1994 in the 50 states, District of Columbia, and Puerto Rico as of the summer 1997. Arranged alphabetically by state name, the profiles provide some or all of this information, as appropriate, on school-to-work investments in each state: fiscal year (FY) 1994 State Development Grant funding, FY 1995 State Development Grant funding, FY 1996 State Implementation Grant funding, FY 1994 Urban/Rural Opportunity Grants, FY 1995 Urban/Rural Opportunity Grants, FY 1994 Local Partnership Grants, FY 1995 Local Partnership Grants, FY 1994 American Indian Grant, FY 1995 American Indian Grant, total federal investment to date, general descriptions, descriptions of school-to-work models, key business partners, and state director with telephone number. (YLB)

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OPPORTUNITIES
U.S. DEPARTMENT OF EDUCATION ★ U.S. DEPARTMENT OF LABOR

Profiles of School-to-Work Activities, By State

June 1997

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Profiles of School-to-Work Activities, By State

June 1997

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June 1997

The *Profiles of School-to-Work Activities, By State* offer a state-by-state snapshot summary of the school-to-work and/or school-to-careers activities funded by the School-to-Work Opportunities Act of 1994 in the 50 states, the District of Columbia, and Puerto Rico as of the summer of 1997. All states received development grant funds in 1994. Thirty-seven states were competitively awarded implementation grants in 1994, 1995, and/or 1997. The profiles include the total amount of funds invested by the Federal government to date, and STW models and key business partners, where appropriate.

Given the fast pace of change at the state and local levels, and additional Federal investments planned later this year, this information will need to be updated in a matter of months. These profiles reflect input from School-to-Work directors and other staff in each state, as well as research by the Education Commission of the States. As such, styles may differ from profile to profile.

School-to-Work is a joint initiative sponsored by the U.S. Departments of Education and Labor. The content of this publication does not necessarily reflect the views of the Departments or any other agency in the U. S. government. To order additional copies, contact the National School-to-Work Learning & Information Center at 400 Virginia, Ave., SW, Rm. 210, Washington, DC 20024, (800)251-7236.

ALABAMA

School-to-Work Investments in Alabama

FY 1994 State Development Grant	$ 270,000
FY 1995 State Development Grant	180,000
FY 1994-95 Urban/Rural Opportunity Grants	1,428,350
TOTAL Federal Investment to Date	$ 1,878,350

Alabama -- which has only received a School-to-Work development grant and an Urban/Rural Opportunity Grant for Phenix City (a "High Schools That Work" site) -- has taken steps to raise academic standards by defining a common core curriculum and requiring that students pass a High School Basic Skills Exit Exam to graduate from high school. The state strategy is to build on a youth apprenticeship model that requires academic accomplishment at the level of Algebra I.

The governor has appointed a School-to-Work Partnership comprised of nine state agencies at the cabinet level: the State Development Office, Department of Labor, Industrial Development Training, Department of Industrial Relations, Department of Economic and Community Affairs, Department of Human Resources, superintendent of education, chancellor of postsecondary education, and commissioner of rehabilitation services. A Partners' Workgroups includes staff from each agency, a business representative, an academic teacher, a vocational administrator, religious leader, students and others. Two-year colleges are represented at all levels of planning.

The partnership's planning strategy established basic state criteria for granting seed money to form local partnerships. The workgroup provides technical assistance.

State Director: Lynda Hart, Director, Alabama Department of Economic and Community Affairs, 334-242-2990.

School-to-Work Investments in Alaska

FY 1994 State Development Grant	$ 333,333
FY 1995 State Implementation Grant	1,300,000
FY 1996 State Implementation Grant	2,605,000
FY 1995 Local Partnership Grant	250,883
FY 1994-95 Indian Grant	99,750
TOTAL Federal Investment to Date	$ 4,588,966

Alaska's performance-based, student-centered system is to provide smooth transitions from school to employment, encourage life-long learning, and prepare all students for productive lives. The state's history of local control and geographical remoteness has fostered a decentralized approach. The state strategy has been to create a central human resources council as the focal point for increasing educational achievement and instituting work-based learning.

Alaska received a Federal STW implementation grant in 1995. The Alaska School-to-Work Opportunities System Plan provides a detailed overall structure for workforce preparation and educational change, with emphasis on strengthening communication and building collaboration among state agencies and local partnerships. During the first year, 24 local partnerships were funded, accounting for nearly half of Alaska's students. Twenty-six of the state's 53 districts are currently part of local partnerships, and several districts have formed regional consortia to pool resources. School districts are the fiscal agents for all but Chugachmiut, Inc., which was formed to develop a model for how American Indian organizations can effectively be involved in building STW systems. The Anchorage partnership received direct Federal funding in the first year, but will be funded by the state in the second year of implementation.

Alaska's three JTPA service-delivery areas are subdivided into eight regions and six labor market areas, which are being used for the state's One-Stop Career Center system and which STW is basically adopting. The state STW system is building on student performance standards developed through the Alaska 2000 project. The Alaska State Board of Education has adopted foundation skills in English/Language Arts, Mathematics, Science, History, and Government/Citizenship.

The statewide STW plan calls for: (1) the University of Alaska system's schools of education to include strategies for integrating academic and vocational education in pre-service and in-service training; and (2) the Board of Regents to encourage adoption of policy in support of clear, planned transitions with no duplication for students. The University of Alaska provides technical assistance and training for employers providing work-based learning. It is also working with the Alaska School Counselors Association and the Department of Education to train counselors in comprehensive career counseling.

The Alaska Human Resource Investment Council (AHRIC), which was established by legislation in 1995 to connect workforce development, economic development and education, governs and oversees the statewide STW system. It includes the lieutenant governor; commissioners of education, commerce and economic development, labor, community and regional affairs, and health and social services; one representative each from the University of Alaska, public education, secondary vocational education, postsecondary vocational education, and adult basic education; labor; one representative each from Alaska Native, community-based service, and developmental disabilities agencies; and up to four additional people to ensure a private sector majority and regional and local representation. AHRIC brings together the work of the Alaska Job Training Council, the Governor's Council on

Vocational Education, the Employment Security Advisory Council and programs supported by Carl Perkins, JTPA, Adult Education, JOBS, and the Wagner-Peyser Act.

Alaska Youth Ready for Work was formed in 1989 as a statewide non-profit employer organization to recruit workplaces for applied learning to ensure that all students are prepared to succeed in work. The University of Alaska and employers provide technical assistance and training for mentoring organizations. In 1994, Gov. Walter Hickel appointed the Alaska School-to-Work Council to develop a statewide plan. It represents business/industry; economic development; education/school boards; public agencies; proprietary schools; public boards, commissions and associations; state and federal training agencies; and vocational student organizations. It is supported by the Technical Assistance Group, representing the Departments of Commerce and Economic Development, Community and Regional Affairs, Education, and Labor, as well as the University of Alaska and the Governor's Council on Vocational Education. It meets jointly with the STW subcommittee of the Human Resource Investment Council.

Alaska will conduct evaluation based on data collection that will include baseline student demographics; placement in postsecondary education or employment; teacher awareness; numbers of employers and schools involved; employer expectations; and performance of local partnerships. Participating employers also will be surveyed.

School-to-Work Models

In 1995, a **Rural School to Work Group** recommended expanding work-based learning through community service projects, the Rural Student Vocational Program, and school-based enterprises. Alaska will follow a four-year plan to provide rural students with two summers of educational enrichment and work experience; one summer of community service learning experiences; and one summer job internship.

State Director: Sally Saddler, Alaska Department of Education, 907-465-8726.

ARIZONA

School-to-Work Investments in Arizona

FY 1994 State Development Grant	$ 472,224
FY 1995 State Implementation Grant	3,600,000
FY 1996 State Implementation Grant	7,205,000
FY 1995 Local Partnership Grants	750,000
FY 1994-95 Indian Grants	188,240
Urban/Rural Opportunity Grant (Tuba City)	647,680
TOTAL Federal Investment to Date	$12,863,144

Arizona has designed a K-16 system using a network of 17 regional School-to-Work (STW) partnerships. The state's STW system is built upon a well-developed statewide Tech Prep system and a fully articulated vocational-technical education system involving most Arizona high schools and many junior high schools. Arizona plans to coordinate existing structures into a comprehensive STW system. To support its STW system, the state also received a $3.5 million award to implement One-Stop Career Centers.

Arizona is committed to a state system, rather than a set of demonstration sites, and will serve all students in rural areas as well as in the rapidly growing urban and suburban areas. This commitment includes career awareness and strong academic skill development in grades K-6; career exploration and mastery of academic skills in grades 7 and 8; the identification of a career major by the end of grade 10; and continuing academic and occupational learning leading to a diploma, a career portfolio and successful entry into postsecondary education, further occupational training or employment.

Arizona has 12 state-funded partnerships, one state and Federally funded partnership, and four direct Federally funded partnerships. Each local partnership has its own management team, governance structure and funding, which creates a high level of autonomy and local control.

All community college districts are represented in Arizona's STW system primarily through Tech Prep articulation agreements. Several of the local partnerships have selected the community college in their region as the fiscal agent. Small Business Development Centers at community colleges, as well as other public entities, are providing technical assistance to rural areas.

Arizona pioneered career awareness programs for students in the 1970's, supported by $100 million in state funds, and employers have been involved in career preparation activities since the 1980's. Arizona also was one of the first states to develop content standards and state assessments, and has a Vocational/Technical Education model that is integrated into its STW system.

In 1992, implementation of the Governor's Strategic Partnership for Economic Development (GSPED) began, which helped move the state to an integrated course of economic development, workforce development and educational reform. In December 1994, the Governor's Office of Community and Family Programs received a STW development grant. In February 1995, the Governor's STW Advisory Council was established. In October 1995, Arizona was awarded a five-year, $25.2 million STW implementation grant, and the Governor's Division of STW was established and designated as fiscal agent. In 1996, the State Board of Education approved new state standards for science, social studies, foreign language, comprehensive health, and the arts; in March 1997, it approved standards for technology, workplace skills, and language arts. In April 1997, the Governor's Council on Workforce Development Policy was appointed, and replaced the Governor's STW Advisory Council.

The Governor's Council on Workforce Development is charged with crafting a legislative agenda for consolidating and streamlining state and Federal workforce development efforts in Arizona. The 20-member council is composed of: six state agency/government representatives from the Arizona Departments of Commerce, Education, and Economic Security, the Inter Tribal Council of Arizona, and the Arizona House of Representatives and Senate; four education representatives from the Board of Regents/state university, community colleges, rural k-12 district; urban STW local partnership; three representatives of organized labor, and seven representatives of business, industry and the community, including a community-based organization, private industry councils, and the GSPED clusters.

The Governor's Division of STW, assisted by interagency teams, administers STW activities. It is responsible for implementing policies set by the Workforce Development Council; overall operations and management of the system; public information; contract awards; coordination of technical assistance, and the development of a management information system.

Evaluation at both the state- and school-performance levels will use a benchmarking model and be conducted by Arizona State University, through the Morrison Institute for Public Policy. This includes accountability in service delivery (program implementation and practices), program impact (gathering and analyzing student outcome data), and program processes and practices.

School-to-Work Models

Schools and GSPED clusters are working together to link STW and workforce development efforts with Arizona's economic development strategies and goals. The High Tech Cluster will work with Mesa schools in the East Valley STW Initiative, and the Optics Cluster will work with Tucson schools in the Pima Santa Cruz STW Partnership. These two partnerships will serve as prototypes to demonstrate how education and other workforce development efforts can be aligned with the workforce needs of Arizona's economy.

Key Business Partners

Allied Signal Aerospace
Motorola
Hughes Missile Systems
Simula Technologies
Intel Corporation
Citizens Utilities
Hyatt Regency

State Director: Gary E. Abraham, The Governor's Division of School-to-Work, 602-542-2315.

ARKANSAS

School-to-Work Investment In Arkansas

1994 State Development Grant	$256,200
1995 State Development Grant	274,650
1996 State Development Grant	165,150
Total Federal Investment To Date	$696,000

Arkansas, which has not received Federal implementation funding yet, is building its School-to-Work (STW) system in nine local partnership areas originally based on the State's eight Economic Development Districts. Each area has in place a Regional Partnership Council whose membership is based on the requirements of the STW Act. The majority are from business and industry. Existing Tech Prep consortia (and coordinators) will serve as the initial primary delivery mechanisms at the local school level. The State also intends to incorporate existing Youth Apprenticeship and High Schools That Work projects into STW.

The 1991 Arkansas Youth Apprenticeship/ Work-Based Learning Act calls for the Department of Education to establish a youth apprenticeship program and fund consortia of schools, postsecondary institutions and employers. The Act calls for partnership among employers, labor, government, high schools, and postsecondary education. It also calls for a minimum of one-year of high school and two years of postsecondary education, and integration between classroom and workplace learning. A 1995 law provides a tax credit for businesses participating in apprenticeship programs. Formal articulation agreements are in place permitting selected Youth Apprenticeship enrollees to receive credit toward, and advanced standing in, some Registered Apprenticeships. The state has funded eight consortia apprenticeship programs. These focus on health services, industrial machinery maintenance, computer information systems and management, metalworking, food service production and management, and banking and finance.

On March 25, 1997, the Governor signed Act 803, which created the Arkansas Department of Workforce Education and the State Board of Workforce Education and Career Opportunities. This new department will have responsibility for secondary vocational education, postsecondary technical institutes, adult education, rehabilitation services, JTPA, and Federal Surplus Property. The Act also established a Workforce Development Commission which will provide a study that will be the basis for a comprehensive, coordinated system for Arkansas' vocational, technical and adult education providers. This new department will become the lead agency for Arkansas' school-to-work efforts.

School-to-Work Models

Osceola High School has implemented a series of measures in partnership with area business and postsecondary representatives to provide students a challenging program of studies connected to the world of work. These include: 1) summer internships for teachers, which enable them to learn industry standards and expectations for workers, and incorporate them into the curriculum; 2) shadowing experience for students supported by the Chamber of Commerce, which provides opportunities for students to shadow workers in local business and industry who work in fields which correspond to students' career majors; 3) a new honors program, which includes high-level vocational classes, raising the status of vocational classes and broadening opportunities for students, and 4) a strong Tech Prep Associate Degree Program, which gives high school students the option of earning as much as 22 semester hours of college credit by taking courses identified as "articulated credit" courses.

Springdale High School has developed a Career Action Plan (CAP) program which involves every teacher as a CAP advisor to work with all students and their parents in developing and maintaining individualized career plans and portfolios. Each advisor is assigned 20 students. The CAP program calls for the students to: 1) Meet monthly and follow a comprehensive guidance curriculum which includes printed information and locally produced videos; 2) Develop a career portfolio and an Individualized Career Plan; 3) Meet with their parents and the CAP advisor each spring to update the career portfolio, evaluate progress toward a planned program of study, and set short-term and long-term goals, and 4) participate in career assessment in grades 8-10. As a result of the program, 92 percent of parents of students in grades 8 through 11 attend annual conferences to help plan their children's career paths. Students are taking higher-level courses, completing coherent programs of study with an academic or vocational major, and remaining more focused on their post-high school goals.

State director: Dr. Stephen Franks, Department of Workforce Education, 501-682-1666.

CALIFORNIA

School-to-Work Investments in California

1994 State Development Grant	$ 1,416,444	
1995 State Development Grant	999,996	
1996 State Implementation Grant	21,900,000	
1994 Local Partnership Grants	1,601,954	
1995 Local Partnership Grants	10,272,739	(continuation grants)
1994 Urban/Rural Opportunity Grants	1,186,086	
1995 Urban/Rural Opportunity Grants	6,397,033	(continuation grants)
TOTAL Federal Investment To Date	$44,275,050	

California's School-to-Career Plan was developed by a Governor's Task Force representing state and local government, business, education, labor, community organizations, students, parents, and others, as well as the State Department of Education, the Chancellor's Office of Community Colleges, the California State University, the University of California, and the Employment Development Department, which was designated as the lead agency on behalf of the Governor. In addition to the state implementation grant, 19 communities have received grants for local partnerships or for high-poverty areas. The State Board of Education and the Department of Education are developing challenging academic standards for all students to attain by age 16 or grade 10, including a core set of foundation skills in reading, writing, oral communications, basic mathematical and scientific reasoning, critical thinking and problem-solving, and preparation for lifelong learning. Generic workplace and industry skill standards are being incorporated into the state's career pathways, and industry-validated standards are already in place for banking, telecommunications and health care. The California Education Roundtable has released draft content standards for reading and math.

California is creating a coherent structure of educational practices that include career pathways, career majors, skill standards and certificates linked to existing training and other workforce development programs to prepare all students for a smooth transition to careers. It is building a comprehensive School-to-Career system by restructuring curriculum frameworks, coordinating with Goals 2000 activities, reforming career guidance/career development in elementary and middle school grades, redesigning teacher preparation activities, and extending gender equity. The state's system will have public-private cooperation; integrated academic and vocational learning; school-based and work-based learning; career guidance; application of current technologies; access for all students, including at-risk and disabled students, men and women pursuing non-traditional careers, gifted students, students who are college bound, students with limited English proficiency, and the economically disadvantaged. School-to-Career will help develop a seamless system of lifelong education and employment for Californians. California is planning a Golden State Seal Merit Diploma, to be awarded to students based on excellence in core academic subjects, participation in work-based learning, and successful completion of contextual learning.

California plans to award Federal STW funds competitively to local partnerships, and sustain the initiative through reallocation of existing funds, private-sector contributions, and coordination and modification of other education and training programs. Governor Wilson signed Executive Order W-146-97 in 1997 to continue the School-to-Career Task Force, renaming it the Advisory Council. The California Agriculture Technology Program and the Cross Branch/Rural Initiatives focus on the career preparation needs of rural communities.

The University of California and California State University are included on the Advisory Council and Education Roundtable. CSU-Dominguez Hills has established a B.S. in applied studies that links and gives full credit for secondary/postsecondary integrated academic and worksite learning experiences.

School-to-Work Models

Project Riverbank in Modesto is restructuring Riverbank's high school by incorporating California's Model Curriculum Standards, block scheduling, integrated subjects, and hands-on learning. A career majors program targets high-skill, high-wage jobs in industrial technology, medical occupations, and business. Each career major is integrated into a challenging program involving work-based and school-based learning. The program, geared to all students, provides ongoing career awareness and guidance, the development of individual career plans by grade 8, industry instructors, and paid and summer work experience.

Project Riverbank's STW continuum culminates in a senior "Capstone" project, two-hour daily apprenticeship experiences during senior year, development of senior portfolios, credit transfers to postsecondary institutions, and certificates of competency based on national, state and local standards.

Tulare County Office of Education in Visalia has developed a partnership, with curriculum focusing on health care, services, technology, business, and agriculture. It includes many schools, community-based organizations, labor organizations, elected officials, and businesses such as Kraft General Foods, Ruiz Food Products, Kaweah Delta Hospital, Sunkist Real Estate, KSEQ-FM, United Way, UC Agricultural Extension, the NAACP, Central Labor Council, College of the Sequoias, and California State University.

The **Los Angeles County Youth Development Partnership for School-to-Work** includes nine school districts, two community college districts, a county office of education, two private industry councils and a county probation office. It will create three broad career paths in its high schools and community colleges: Health and Human Resources, Industrial Manufacturing Technology and Engineering, and Arts and Communication. Hundreds of companies throughout the area will provide mentorships, apprenticeships, paid and unpaid internships, and job shadowing for students, and an Individual Career-Academic Plan will be developed for students, with parents and teachers.

The **East Bay School-to-Career Partnership Project** in Hayward draws on the commitment of business and education in Alameda and Contra Costa Counties to work together to establish opportunities for all students to participate in a rigorous, challenging curriculum to prepare them for responsible citizenship, further learning, and productive employment. It is developing world-class student performance standards, and a process for awarding a certificate of initial mastery to students by grade 10 and certificates of advanced mastery in specific occupational fields in grade 12 to postsecondary.

The **Orange County Coalition's** "Vision 2020" plan already involves more than 100 sites and includes: (1) a Resource Exchange, linking business, school and other partners with shared information about workforce preparation programs and school and work-based activities; (2) a Learning Without Walls professional development system to provide training and leadership development for teachers, business and community partners, administrators, parents and students in such career paths as Consumer Services, Business Marketing, Tourism, Health Sciences/ Services, Science and Technology, and Arts and Communication, and (3) business-education collaborative projects targeting specific schools.

The **Sacramento Regional STC Alliance, Napa Valley Business-Education Partnership, Workforce Silicon Valley Partnership, Compton Partnership for Youth Education,** the **East San Gabriel Valley Partnership,** and the **San Diego STC Partnership** are also direct Federally funded STC partnerships.

Key Business Partners

Autodesk, Inc.
Blue Shield
COMMARCO
Edison International -- Southern California Edison
Hewlett Packard
Intel
Kaweah Delta Health Care District
Sutter Health
Lawrence Livermore National Laboratory
Mondavi Winery
NASCO
Paramount Pictures
Ruiz Food Products
Tulare Farm Bureau Inc.

Bank of America
Cedar Sinai Hospital
E.G. & G. Power Systems
Fox, Inc.
IBM
Kaiser Health
Pacific Telesis
KCET Channel 28
Metropolitan Transit Authority (Los Angeles)
Charles Schwab
NBC
Qualcom
Siemens
Warner Brothers Animation

State Director: Ron Fox, California Employment Development Department, 916-654-6138.

School-to-Work Opportunities

COLORADO

School-to-Work Investments in Colorado

FY 1994 State Development Grant	$ 426,669
FY 1995 State Implementation Grant	4,000,000
FY 1996 State Implementation Grant	8,000,000
FY 1995 Local Partnership Grants	296,500
FY 1996 UROG Grants	1,153,015
TOTAL Federal Investment to Date	$13,856,184

Colorado's decentralized School-to-Work (STW) initiative is founded on Goals 2000 and legislatively mandated academic content standards for all school districts. The state's strong Tech Prep programs are a model for best practices and professional development. To facilitate cooperation among state agencies, each has been asked to identify discretionary funds and establish a joint pool of resources.

After the Workforce Coordinating Council, created in 1994 to advise and oversee STW, received a One-Stop Grant, the School-to-Career (STC) Partnership and Council began coordinating efforts. Sixty-five local partnerships are funded, including more than 70 percent of school districts. Six STC regional councils and resource centers have been established. The state is also piloting the National Employment Leadership Council's (NELC) Employer Participation Model to develop 3-5-year strategic plans to build business support; through the NELC, Ford Motor Company, Kodak, Charles Schwab, and McDonald's have brought their education programs to Colorado.

School counselors are being trained, and local partnerships are developing portfolios to assess students in planning academic and career goals. Workplace competencies have been developed to be used in conjunction with mandated assessment and academic content standards.

The University of Colorado campuses at Denver and Colorado Springs and Colorado State University have received grants from the coordinating commission to bring STC competencies into the liberal arts curriculum. A consortium of K-12 schools, a community college, and a four-year college is developing standards and using STC competencies to assess standards throughout the K-16 system. Further coordination will take place when the state's K-16 council conducts a series of regional meetings with local STC partnerships.

During grades K-6, the focus is on academic learning, while students begin developing general workplace competencies and career awareness; for example, some schools are using the Connections Curriculum and Literacy Place. Academics continue in middle school, with more emphasis on tying these skills to occupational learning. The individual career and academic plan begins in 8th grade; for example, Working on Real Life Discoveries (WORLD) integrates academic and occupational exploration. In high school, academic and occupational education are more integrated. At the end of high school, each student will leave with a diploma or GED and an individual career plan demonstrating student attainment in academic and general workplace competencies, as well as specific goals and plans for postsecondary education, technical training, or employment. Career interest pathways are used to establish a coherent sequence of courses. At least four partnerships are developing career academies. A statewide panel of professionals from different industries will define general skills and knowledge necessary for high-performance workplaces, related occupations, and specific industries.

A 1995 bill (SJR 95-32) supports efforts to help students gain the knowledge, skills and experience necessary for successful careers, although legislation and executive orders from the 1980's address building student skills, teachers' capacities, and providing opportunities for work-based learning.

The Workforce Coordinating Council is aligning education reform and workforce development. It includes representatives from education, labor, human services, employment and training, business and industry and local and state elected officials. A CEO Think Tank is developing private sector support. Chambers of Commerce are participating in every partnership.

The Colorado Department of Education coordinates technical assistance, fosters curriculum development, and aligns STW with educational reform initiatives. The Colorado Community College and Occupational Education System aligns STC with other Federally funded programs, develops an articulation system for postsecondary education and training, supports a comprehensive K-16 guidance system, and supports a skill standards and certification system. The Department of Labor and Employment aligns STC with other labor and employment efforts, expands apprenticeship programs, and supports youth through employment programs and services. The Department of Labor also is modifying the Governor's Summer Youth Program to align workplace experience with students' academic goals, and is identifying strategies for at-risk youth and develops after-school, weekend and summer work-based experiences. The Colorado Commission on Higher Education is developing performance-based admission standards, establishing a smooth articulation system to four-year campuses, developing curriculum for grades 15 and 16, and developing STC teacher education for pre-service and in-service teachers.

Thirty-seven Tech Prep consortia serve 7,000 students from rural and urban areas. Work-based learning is now a requirement for Tech Prep, as is program alignment with STC. Over 8,500 students participate in cooperative education. Assessments for all students, based on state academic content standards, are to be conducted at the 4th, 8th, and 11th grades. Assessments are also conducted in years 14 through 16 at the postsecondary level. A pilot program in student follow-up and an employer survey are being conducted.

School-to-Work Models

Transportation/Logistics is a 2+2+2 program involving Chatfield High School, Arapahoe and Red Rocks Community Colleges, the University of Colorado at Boulder, Delta Nu Alpha, the American Society of Transportation and Logistics, Denver Transportation Club, Coors Brewing Company, Federal Express, Houg International, Southern Pacific, and other companies. Emphasizes computers, accounting, human relations, English, mathematics, marketing, and logistics; students are mentored and participate in paid cooperative learning.

The **Next Step Project**, cosponsored by the University of Northern Colorado, the University of Colorado at Denver, and Mapleton and Aurora school districts, is designed to create a seamless K-16 standards-based education system. Effective with the class of 1996, high school graduates from the two districts whose performance has been assessed may be admitted to the two four-year campuses on the basis of their proficiency levels in English, Science, mathematics, geography, and history.

Key Business Partners

Mi Casa Resource Center for Women, Inc.
Colorado Digital Labs
Dell Computer
First Pioneer National Bank
Colorado Association of Commerce and Industry
De Bourgh Manufacturing
Aspen Auto Body
Lutheran Medical Center
Norwest
Rotary International

State Director: Marilyn Akers, Colorado School-to-Career Partnership, 303-894-2060.

School-to-Work Opportunities

CONNECTICUT

School-to-Work Investments in Connecticut

FY 1994 State Development Grant	$ 426,669
FY 1995 State Development Grant	480,006
FY 1996 State Implementation Grant	3,300,000
FY 1994 Local Partnership Grants	494,773
FY 1995 Local Partnership Grants	742,160
TOTAL Federal Investment to Date	$ 5,443,608

Connecticut, which was designated the 1994 "State of the Year" for workforce development by the National Alliance of Business, is committed to creating a structured system of education and training for youth that leads to full employment. The Department of Education, together with partners from other state agencies, businesses, labor, educators, and professional organizations, has developed a School-to-Career (STC) System which includes a Career Certificate program that coordinates many applied education and academic programs to include related school-based and work-based learning activities, linked by common skills, curriculum, career guidance and assessment. The policy direction was set by the 1994 Public Act 94-116, Incentives and Training for High Performance Work Organizations and the School-to-Work Career Certificate Program.

The STC system is organized around eight industry-developed career clusters: arts and media; business and finance; construction technologies and design; environmental, natural resources and agriculture; government, education and human services; health and biosciences; retail, tourism, recreation and entrepreneurship, and technologies of manufacturing, communications and repair. Participating students select a career cluster by the end of 10th grade, and receive school-based instruction focused on academic, employability and technical skills, as well as structured workplace experiences coordinated with classroom instruction. Students are to receive comprehensive career guidance. They outline their interests with career portfolios in middle schools, and participate in job shadowing, mentoring, internships, service learning and paid work experience during grades 10-12.

Connecticut is focusing on statutory change to more closely align state and Federal STC components. This bill (SB 1074) would allow postsecondary institutions to establish STC programs; recognize the role of regional workforce development boards in planning and implementation, and require that school-based instruction focus on academic, technical, and employability skills.

The Connecticut Employment and Training Commission has been reestablished, and will advise the STC partnership, with a subcommittee serving as its policy making body. STC programs must be approved by the Commissioner of Education and Labor, after review by regional partnerships, approval by superintendents, and support from applied-education teachers, guidance counselors and employers. Students may obtain a Connecticut Career Certificate upon demonstration of academic, employability and technical skills in one of the eight career clusters.

Connecticut has eight designated STC regions, with the Community Technical College System serving as regional co-conveners with the regional workforce development boards and educational service centers. The Department of Higher Education and the Community Technical College System are to align existing curricula with recently developed advanced skill standards, develop statewide curricula and performance measures, develop exit criteria for the Certificates of Mastery (CIM), and determine assessment of academic, employability and technical skills at the postsecondary level. The state's system is coordinated by the STC Statewide Partnership, which includes representatives from the Departments of Education, Higher Education, Labor, Economic and Community

Development; the State Apprenticeship Council; the Connecticut community-technical colleges, the AFL-CIO, regional educational service centers and workforce development boards, and the Connecticut Business and Industry Association.

School-to-Work Models

The Greater New Haven School-to-Work Partnership, which received a local STW grant from the Federal government in 1994, includes close to 500 business partners, 5,000 students and hundreds of paid internships, as well as scores of teachers and counselors in New Haven and neighboring communities. Business participation activities in all eight career clusters include internships, shadowing, workplace mentoring and mentor training, career fairs, classroom presentations, and an externship program for educators.

Key Business Partners

General Electric
INDEX Corporation
Bridgeport Hospital
Cigna
Xerox of the Northeast
Applied Engineering
Automotive Controls Corporation
Bank of New Haven
Bayer Corporation
Seton Identification Products
Fleet Bank
Hospital of St. Raphael
United Illuminating
Chesebrough-Pond's, Inc.
Physician's Health Services
Norwalk Savings Society
Greater Norwalk Chamber of Commerce
New Channel 8
Regional Water Authority
People's Bank
Dictaphone Corporation
SNET
Griffin Hospital

State Director: Leslie Averna, Connecticut State Department of Education, 860-638-4000.

DISTRICT OF COLUMBIA

School-to-Work Investments in the District of Columbia

FY 1994 State Development Grant	$ 200,000
TOTAL Federal Investment to Date	$ 200,000

The District of Columbia has not yet received Federal implementation funds for School-to-Work.

Key Business Partners

Capitol Perspectives
National Association of Manufacturers

State Director: Noel Meekins, Department of Employment Services, 202-724-7170.

DELAWARE

School-to-Work Investments in Delaware

FY 1994 State Development Grant	$ 324,670
FY 1995 State Development Grant	352,867
FY 1995 Local Partnership Grants	296,500
TOTAL Federal Investment to Date	$ 677,537

The Delaware School-to-Work Council was created in 1994 to create a statewide system built on partnerships between the state, business, labor, education, and nonprofit organizations. The council is to develop and implement models of new and more effective ways of instituting school-to-career pathways, and solicit employer involvement. District superintendents are committed, a survey shows that teachers are supportive, and 21 high schools participate in STW. Each of the state's 21 participating schools is developing a STW team, and are receiving planning grants to support two teachers and the career counselor.

The Delaware Technical and Community College System's four campuses are partners with high schools for Tech Prep programs and Delaware STW. The University of Delaware's Center for Economic Education/Entrepreneurship is helping ensure that schools are connected to a broad range of youth-serving and community-based organizations, and its Education and Research Development Center will evaluate the state's STW system. The AFL-CIO also supports STW to build middle and high school teachers' knowledge about career paths and union apprenticeships.

Although the state has yet to receive Federal STW implementation funds, Delaware's STW models call for non-tracked, thematic programs to prepare students for at least two years of postsecondary education, work-based learning built into the core curriculum, integration of secondary and postsecondary education, and career-focused certificates of competency for 11th and 12th grades. Since Jobs for Delaware's Graduates was created in 1978 to provide STW and dropout prevention services, a state STW Planning Council was established in 1994. It includes the superintendent of schools, the president of the technical and community colleges, and business, labor and government leaders.

School-to-Work Models

Kids and the Power of Work (KAPOW) and the state launched two sites in Dover in 1995, involving 200 students and Kraft Food. This led to a pilot effort in New Castle County called **Beyond the General Track**, led by the Junior Achievement partnership of the Business Industry Educational Alliance, Boys and Girls Clubs, and the Center for Economic Education and Entrepreneurship at the University of Delaware, linking academic requirements with career opportunities, teacher professional development, and after-school remediation.

Project SEED, founded by a researcher at DuPont Agricultural Products, is a career education program. It provides "progressive opportunities for learning" for economically disadvantaged high schools students funded by the American Chemical Society. Students can spend nine weeks during the summer with a scientist in a laboratory while receiving a stipend. Under **Project Seed Plus**, Delaware STW will increase student opportunities in such business settings as health, finance, travel and tourism, and construction.

The Delaware **Hire-Ed Program** encourages employers to request high school transcripts when they hire young people. This sends a clear message that what, and how, youth do in school count.

State director: Lewis Atkinson, Delaware Department of Public Instruction, 302-739-4638.

FLORIDA

School-to-Work Investment in Florida

1994 State Development Grant	$ 850,000	
1995 State Implementation Grant	9,100,000	
1996 State Implementation Grant	18,200,000	
1994 Local Partnership Grant	675,000	
1995 Local Partnership Grants	803,849	(continuation grant)
1994 Urban/Rural Opportunity Grant	650,000	
1995 Urban/Rural Opportunity Grant	1,381,250	
TOTAL Federal Investment to Date	$31,660,099	

Florida's School-to-Work efforts grow out of state workforce development reforms, as embodied in the Workforce Florida Act of 1996 and the 1992 Enterprise Florida initiative, and education reforms being nourished by the 1991 Blueprint 2000 legislation. One of its seven goals is that "students will graduate and be prepared to enter the workforce and postsecondary education."

The state's STW plan is based primarily on evolving Tech Prep implementation into 28 regional STW partnerships incorporating 28 community colleges and 300 secondary schools. Twenty-six have now been funded for implementation. The first phase of implementation began with seven regions having received planning grants. The Tech Prep consortia have merged with the workforce boards industry councils in these region. Curriculum is being restructured for both academic and vocational programs of study. Project Teacher Quest is a state-funded pilot project allowing teachers to work in industry. The state and communities are working to expand work-based learning opportunities such as school-based enterprises, service learning, youth apprenticeships like the Academy of Construction Trades, the General Motors YES program, and efforts by the Florida Restaurant Association.

Florida is using a conceptual career development model to link K-14, and the state university system is committed to redesigning teacher training. Local practitioners, employers, and community-based organizations, including the Parent Teacher Association, review policies and strategies. A statewide partnership is being developed to serve rural areas. Business associations and labor are committed to mobilizing membership to be involved at all levels.

The Florida STW Zone Program is a statewide business recognition program designed to assist school districts in creating additional work-based learning opportunities for students. There are 19 activities in which businesses can choose to get involved. The state's goal is to have 90 percent of employers display yellow STW Zone decals to let customers know that they are involved in local education.

School-to-Work Models

Dade County Public Schools in Miami, the country's fourth-largest school system, had already begun STW activities before it was awarded Federal Local Partnership and Urban/Rural Opportunities Grants (UROG) in 1994. The UROG will allow the **Dade County STW Partnership** to implement STW in a targeted high poverty area -- Liberty City. The project will be an integral part of the county's STW system being developed under the Local Partnership Grant. Dade County is a "leading edge" community that has been creating innovative collaborative responses to STW issues for the past decade, with a special focus on high-poverty schools. This program is partially based on the Dade County JTPA Stay-in-School program, one of America's most successful dropout prevention programs, with roots in the Youth Year Round Training Demonstration Program. It builds upon strong links among schools, community-based organizations, and employer associations, and focuses on marketing to different stakeholders, and identifying and addressing gaps in integrating school-based and work-based learning. There is a 10-year history of stakeholder collaboration on employment-related activities. Work-based learning experiences will be designed around careers in growing sectors of the local economy such as international trade and commerce; medical technology and services; transportation; communications; and tourism.

The **Seminole County School-to-Work Partnership** in Sanford includes model collaborative programs with Siemens, Ford Motor Company and Mercury Marine. Siemens' apprenticeship program pays stipends to some participants and guarantees jobs for students receiving an Associate in Science Degree in telecommunications. Classroom restructuring around applied academics is already underway in two partner high schools. The system features early career awareness curricula and individualized career plans based on Florida's Blueprint for Career Preparation, and addresses the integration of academic and vocational education beginning in middle school. "Next Age Group Mentoring" will involve college students mentoring high school students, and high school students mentoring middle schoolers. The "21st Century Women" program will offer week-long summer institutes focusing on high-wage, non-traditional careers. Participants complete individual career aptitude assessments, receive hands-on technical training in many areas, study employability skills and workplace rights, and interact with successful career women.

The **Volusia/Flagler Career Connection Consortium** is a partnership of Volusia and Flagler County schools, Daytona Beach Community College, and the Flagler/Volusia Workforce Development Board. The Career Connection System affects all students from K-12 and beyond. Elementary and middle school students do basic self-assessment and career exploration. Middle schoolers also have a chance to do job shadowing in the career cluster (major) they are considering. By 9th grade, students can choose one of the five identified career clusters; however, they may switch to a different cluster if they find their first choice is not right for them. In grade 12, students declare their career cluster and center their required senior project around it. Several schools already have reorganized their curricula around career clusters. Students also can climb aboard the Career Connection Coach, a colorful mobile career-resource center on wheels. Its multimedia technology and extensive library provides information on more than 12,000 careers. The Coach has expanded its services to offer academic remediation, and many materials are available in Spanish. The Career Connection Consortium has developed positive relationships within the community and is a premiere example of regional systemic change.

Working with the Tech Prep coordinator, **Hillsborough's "Special Populations"** programs ensure that students with special needs have access to school- and work-based programs.

Key Business Partners

Siemens-Stromberg Carlson
Champion International Corporation
Publix Stores
South Seas Resorts Company
Volusia Manufacturers Association
Blaise, Fiebach & Associates, P.A.
DeSoto Memorial Hospital
Sandestin Resort
Treasure Coast Hospital Coalition
Walt Disney World

State Director: Michael Brawer, 904-488-7394.

School-to-Work Opportunities
GEORGIA

School-to-Work Investments in Georgia

FY 1994 State Development Grant	$ 592,546
FY 1995 State Development Grant	340,002
TOTAL Federal Investment to Date	$ 932,548

Georgia is committed to ensuring student success throughout the education system and into the world of work. The foundation for that success rests on Georgia's voluntary pre-kindergarten system, the largest and most comprehensive in the country. Students who graduate from a pre-kindergarten program enter kindergarten ready to learn and be successful. High academic standards, based on the Georgia Quality Core Curriculum, focus on the knowledge and skills necessary to support personalized learning that will assure academic and career success. Coupled with career development based on the national model of self-awareness, career exploration and career preparation, students are prepared for both postsecondary education and work. Georgia's HOPE scholarship makes postsecondary education a possibility for all students.

In middle school, students have access to the state's computerized Career Information System (developed by the Department of Labor with help from the university system) and Career Resource Centers available at all middle and high schools, youth correction facilities and other institutions. Career interest assessments lead to individualized student career plans.

All high school students have individual programs of study, and future options will include one of six career pathways: technical/engineering; environmental and agricultural sciences; business/marketing and information management; human services; health/medical; or arts and humanities. Students have opportunities for work-based learning, both in the regular school year and during the summer. These opportunities include, but are not limited to, mentorships, school-based enterprises, cooperative education, internships, service learning and youth apprenticeships.

Georgia's 33 technical institutes provide a direct link between education and work. Tech Prep and Youth Apprenticeships link secondary education with more specialized academic and skills training at the technical schools. One example, now in its pilot stage, is the integrated manufacturing technology program, in which students follow an articulated curriculum and receive postsecondary credit for high school work. As of May 1997, Georgia had 347 Tech Prep Career program projects involving all 33 technical institutes, 14 colleges, and 167 of 180 secondary school systems. Established by the Governor in 1993, Georgia has the largest Youth Apprenticeship Program in the nation. 91 school systems and 68 work sites participate, reaching approximately 1200 students.

The university system and technical education system are developing pilot 2+2 programs between associate degree programs in occupational areas and closely related baccalaureate degree programs to provide clear educational paths for students. The Department of Education (DOE) and the Department of Technical and Adult Education (DTAE) have begun sharing student information to follow student progress in and out of each other's systems. Links with DOE and the Department of Labor (DOL) data bases are being explored.

The university system is in the midst of needs assessment and a full year of comprehensive planning, among other products resulting in workforce and academic planning principles. State workforce needs, ease of access, increased work-based learning opportunities, contextual learning and faculty development are key components.

Both higher education systems in the state have an economic development thrust. The latest university system initiative in this realm is ICAPP, the Intellectual Capital Partnership Program. When Total Systems, Inc. in Columbus, Georgia, considered relocating its operations because it could not find enough computer programmers, the university system stepped in to offer an accelerated degree program to meet the company's needs. Students in the program are guaranteed jobs at graduation. Through the state's distance learning network, GSAMS, students participate from several sites in the state.

Appointed in the spring of 1995, Georgia's Pre-School-Post-Secondary Education (P-16) Council promotes and recommends changes in public education systems that will improve student success at all levels, and into the world of work. One committee, with members from DOE, DTAE, the Board of Regents of the University System of Georgia (USG), as well as employers, is looking at academic standards necessary to exit high school and enter postsecondary education and/or work. The emphasis is on three subject areas: English, math and computing. Another P-16 initiative is the Post-Secondary Readiness Enrichment Program (PREP) geared to enhance the chances of at-risk 7-12 grade students to succeed at the postsecondary level. This initiative coincides with the university system's raised admission standards, effective 2001. Since P-16's inception, 15 local/regional councils have formed to develop plans for realizing the goals of P-16. Participants include 30 (out of 34) university system institutions, 147 (out of 180) school districts, 23 (out of 33) technical institutes, as well as 23 private schools, 80 businesses, 41 public agencies, and community representatives. Six local councils have received $200,000 each from state and private funds.

School-to-Work Models

Two examples of local school-to-career related initiatives are the Atlanta Caribbean Trading Co. and Achievers International. The **Atlanta Caribbean Trading Co.**, based at North Atlanta High School, is a nonprofit student-run corporation that operates a retail store in the school and a mail-order catalog on the web. Students are responsible for the business, which imports 145 different items from South American countries. The company offers opportunities for students to learn international business and also to be linked to six other schools with similar interests worldwide.

Achievers International (The Scotland-USA Connection) is an international economic education pilot program coordinated by Georgia Power and other businesses. Middle and high school students in Georgia are linked with schools in Ayrshire, Scotland. Students in both countries have formed companies to import and export products to their partners schools. During 1995-96, four successful school companies emerged and 11 others have followed.

Key Business Partners

BellSouth

State Director: Tim Burgess, Office of Planning and Budget, 404-656-3820.

School-to-Work Opportunities

HAWAII

School-to-Work Investment In Hawaii

1994 State Development Grant	$ 400,000
1995 State Implementation Grant	1,700,000
1996 State Implementation Grant	3,400,000
TOTAL Federal Investment To Date	$5,500,000

Hawaii's streamlined state education infrastructure is particularly conducive to developing a statewide School-to-Work system. All of Hawaii's 39 high schools and 10 postsecondary institutions are administered by two central offices. Several pieces of legislation (1996 Acts 231 and 223) provide for: decentralization of school administration and funding, and state assumption of employment-related responsibility for employed STW students. A bill has been introduced in the state legislature to codify the STW plan, house it administratively in the State Department of Education, and provide funding.

School-to-Work will be implemented under the umbrella of Goals 2000 reforms. Hawaii received a Federal implementation grant in 1995. Regional coordinators support local schools and assist in curricula redesign and linkages with local business and industry. Business is involved in developing five skill standard clusters in health, tourism and hospitality, construction, business services, and environmental technologies. The University of Hawaii (UH) and department of education have joint responsibility for identifying curriculum for transferrable skills under broad career pathways. Efforts are underway between the university's campuses, community colleges, and the State Department of Education to expand Tech Prep. The university is exploring ways for high school graduates of STW to gain entrance to the Manoa and Hilo campuses.

In line with Goals 2000, class sizes in K-2 have been reduced, and 29 learning centers that operate as magnet schools have been developed. Career counseling includes career awareness in elementary school, career exploration in middle school, career preparation and placement in high school. By 11th grade, students select structured course loads in selected career paths leading to postsecondary education, advanced skill training, or the job market. The Hawaii Department of Education Transition Centers, servicing 17 schools, offers career guidance workshops for students. The Department also requires a one-semester guidance course in either the 9th or 10th grade. Career Kokua, a computerized career information system, is available to all elementary, middle, and secondary schools.

The state is divided into eight administrative regions, with each region consisting of between three and five school complexes. Each region is served by a regional coordinator. Each local partnership, revolving around a school complex, integrates vocational and academic curriculum, articulates programs with community colleges, and revises curriculum to match career pathways.

School-to-Work Models

Hawaiian Electric has established a five-week program for teachers and students, followed by a week in which students remain to work with a mentor.

Tech Prep and **Career Academy** programs incorporate intense career guidance and counseling with programs of study designed around students' career interests.

"KidScience," one of America's foremost distance learning programs, currently broadcasts over 120 hours monthly of live, interactive programming to remote rural classrooms and homes.

Key Business Partners

Hawaii Business Roundtable
Queen Liliuokalani Trust
Polynesian Cultural Center
Bank of Hawaii
Hawaiian Electric
Hawaiian Tug and Barge
Cyanotech Corporation
Good to Go Hawaii
KITV-Channel 4
St. Francis West Medical Center
KTA Superstores
Turtle Bay Hilton

State Director: Dr. Herbert Randall, Department of Education, 808-733-4720.

IDAHO

School-to-Work Investments in Idaho

FY 1994 State Development Grant	$ 400,000
FY 1995 State Development Grant	66,666
FY 1995 State Implementation Grant	1,950,000
FY 1996 State Implementation Grant	3,925,000
FY 1994 Urban/Rural Opportunity Grants	431,328
FY 1995 Urban/Rural Opportunity Grants	676,992
TOTAL Federal Investment to Date	$ 7,394,986

In October 1997, School-to-Work will be integrated into the Idaho Workforce Development Council, although it will remain administratively under the state Board of Education. While Idaho does not have comprehensive school-to-work legislation, major school reform efforts and an integrated workforce development structure have created the framework for a broad-based and representative STW system. It encompasses grades K-16 and emphasizes strong basic skills and a continuum of career awareness, exploration and preparation. Funding for STW has never been competitive, with participation voluntary. To sustain STW, local partnerships will reallocate existing state, Federal and local funds, together with private-sector contributions. The first five-year local partnership councils' plans are being implemented, and the evaluation model is being planned. Rural communities will be served through a combination of service learning, school-based enterprises, interactive video, distance learning, and regional partnerships.

Facilitated by Idaho's Technology Initiative and a strong emphasis on staff development, students engage in hands-on, contextual learning, including connections to the world of work. Middle school students participate in career awareness and exploration. Secondary students have the opportunity for paid and unpaid work experience, cooperative education, service learning, registered apprenticeships, school-based enterprises, and a new Individualized Occupational Training Program. To facilitate transfer between secondary and postsecondary education, the State Board of Education has mandated accelerated student progress (e.g., advanced placement, credit by exam), standardized high school and postsecondary transcripts, electronic admissions and transcript transmittal, uniform secondary course codes and titles, system-wide articulation agreements, and credit transfer upon competencies mastered.

Idaho's six labor market areas serve as the geographical boundaries for STW regions. The state is working at three levels, through Local Partnership Councils, Regional STW teams, and the State STW Collaborative Team. Governor Batt has coordinated STW, Work-to-Work, and Welfare-to-Work into a newly created Workforce Development Cabinet, chaired by a business person, and composed of representatives from industry, labor, education, commerce, the legislature, community-based organizations, and other groups.

School-to-Work Models

The Autopro Program, a partnership with the Idaho Automobile Dealers' Association, brings together industry, secondary, and postsecondary education. It includes school-based and worksite learning, and connects high school and postsecondary education.

The Quinn Falls Health Occupations Program is a business/education partnership which enables students to earn certified nursing assistant (CNA) and other credentials.

The Idaho National Engineering Lab is a Department of Energy research center and a National School-to-Work model for the Department of Energy.

Key Business Partners

Idaho Automobile Dealers' Association
Pillsbury
Micron Technology, Inc.
IBM

State Director: Karen Fraley, State Board of Education, 208-332-6928.

School-to-Work Opportunities
ILLINOIS

School-to-Work Investments In Illinois

1994 State Development Grant	$ 868,889
1995 State Development Grant	459,999
1996 State Development Grant	664,453
1994 Urban/Rural Opportunity Grant	474,128
1995 Urban/Rural Opportunity Grant	355,596
1995 Local Partnership Grants	2,188,587
1995 Urban/Rural Opportunity Grants	1,562,502
Total Federal Investment To Date	$5,744,420

The School-to-Work (STW) effort in Illinois is directed by a Statewide Education to Careers Steering Committee with representation from labor, business, education, welfare reform, economic development, correction, students with disabilities and others. It sets direction and oversees the Illinois STW initiative. Substantial progress has been made in preparing Illinois to implement a statewide system. Thirty-nine local partnerships have been formed and are submitting implementation plans. Plan reviews and on-site verification visits are taking place.

Illinois has circulated educational standards, which include workplace skills and career development competencies, for public comment. All state agencies involved in workforce preparation have agreed to adopt occupational skill standards being developed by the Occupational Skill Standards and Credentialing Council. Standards for nursing and information processing, landscape technician, and floristry have been disseminated. Eight additional products will be available by the end of the year. The Illinois Community College Board is taking the lead by incorporating the use of these skill standards in the approval and evaluation for technical programs within colleges. Illinois is developing a system of making short-term, sub-state labor market projects for the state's metropolitan areas. The Illinois state board of education has added $1 million for career development for middle schools.

The state's Education-to-Careers Steering Committee has been incorporated as a standing committee of the Illinois Human Resources Investment Council (HRIC), whose private-sector co-chair is on the Joint Education Committee. With the state's education boards and agency administrators, the council adopted the Workforce Preparation System Vision and the accompanying action plan, which includes Common Performance Management frameworks for local partnerships. The council plans to adopt formal linkages between local partnerships and state Employment and Training Centers. A Current Workers Committee has been established under HRIC to examine whether state-supported incentives for training current employees could be tied into the creation of worksite learning for students.

The curriculum for a statewide Career Specialist position has been developed through a DACUM process at the University of Illinois. It is designed to upgrade counseling and teaching skills relative to career guidance. At the secondary level, career pathways are being implemented that will allow all students to define a field of study and pursue appropriate education following their individual career plan. All pathways include rigorous academic skills, technical skills appropriate for the career major, and workplace skills. Pilot projects are developing work-based learning in a variety of settings.

School-to-Work Models

The **Mid-South Regional Partnership Coalition for School-to-Work** in Southern Illinois has been building a STW system since the early 1990's. Educators have worked with representatives of more than 300 businesses, industries, and labor organizations to develop various types of partnerships to benefit all students. All levels of educators have worked cooperatively to develop sequenced programs and write articulated curriculum to enhance career opportunities for students. Courses have been developed for training industrial technicians and engineering technicians to prepare students to enter the relatively new boat manufacturing industry in the district. Medical career opportunities are among the greatest in this area. Nursing, medical record technician, radiology technologists, respiratory therapists, and biomedical technician programs have been developed to meet this need. Adult-care/child-care workers and business manager courses have been implemented.

Alternatives, Inc., the recipient of a direct Federally funded STW grant in inner-city Chicago, has helped create five career clusters representing high-growth, high-wage careers: computers, metal works, built environment, transportation, and consumer works. Students in all five participate in integrated vocational and technical classes. Working with the Organization of the North East, the initiative involves 60 businesses, including a hospital and several community organizations. Students are engaged in job shadowing and internships. Two site visits for students and teachers were coordinated with the carpenter's union. The initiative worked with Project TEAM, Women and Trades, and the Board of Education Sex Equity personnel to address recruitment and retention of females and minority students. It also developed and implemented a student intake/assessment process that assessed human service needs and referred these participants to appropriate resources. Group and individual counseling were provided. A health careers cluster is being developed. The consumer service cluster will be expanded to run two academic semesters for out-of-school youth. New partners will be sought.

The **Chicago School-to-Work Opportunities System** (CSTWOS) integrates school and work-based learning activities that provide students with employment skills which meet the needs of the Chicago labor market. The CSTWOS involves: 62 Chicago public high schools; 160 private schools; 7 community colleges; over 650,000 students and 250,000 teachers; as well as hundreds of business personnel; parents, and community representatives. Career majors are organized around up to six pathways: manufacturing, financial services, food service/hospitality, health and medical services, transportation and information systems, communications, with plans to expand.

The **Northwest Suburban Career Cooperative** in Palatine includes 109 area employers, a community college and 2 four-year institutions, the North Cook Private Industry Council, 3 state agencies, local government and 11 school districts with 80,000 students in 112 schools as partners. It focuses on eight components: high expectations for learning; portable credentials; recovery system for dropouts; employer-identified skill standards; work-based learning for all students; linkages to postsecondary education; integrated curricula and career exploration/development based on labor market information. Thirteen major industries are targeted: CAD drafting, electronics, health services, graphic arts, accounting/management, insurance, construction, food service, manufacturing, child development, marketing/retail, heating/cooling and office careers.

Key Business Partners

Roger Berensohn and Associates
Damron Corporation
McDonald's USA
Transport America

CRL Industries
Management Association of Illinois
Public Media Inc.

State Director: Fran Beaumann, Center for Business, Community and Family Partnerships, 217- 782-4620.

INDIANA

School-to-Work Investments in Indiana

FY94 State Development Grant	$ 585,556
FY95 State Implementation Grant	5,300,000
FY96 State Implementation Grant	10,605,000
FY95 Local Partnership Grant	200,000
TOTAL Federal Investment to Date	$16,690,556

The Indiana School-to-Work (STW) initiative is built around Indiana's workforce development legislation which has provided a platform for career exploration and development. It includes statewide performance standards, assessment, portfolios and portable credentials. The backbone of their education reform efforts rests with Indiana Core 40, a single, rigorous curriculum required of all students. The difference between college-prep and Tech Prep courses is not in the course content, but rather in the instructional and learning approaches. This has permitted the state to effectively eliminate the general track curriculum. These reforms are building blocks for the state's STW system. Its core goals are to ensure that every State student graduates from high school with the knowledge and skills necessary to succeed in high performance workplaces; to master challenging post-secondary curriculum and engage in lifelong learning.

Indiana is implementing and expanding the number of STW sites. Regional partnerships are developing internships and apprenticeships, and are working on plans for sustainability. The STW system works with the Professional Standards Board to include active learning in teacher preparation programs. The state is planning to contract with an outside evaluator for STW, and is investigating the use of benchmarking. To publicize STW, a "Yearbook" is being developed to describe innovative practices, programs and partnerships. Indiana is the lead state among 13 selected to be part of the Building Linkages project, designed to tie academic and technical skill standards in manufacturing, funded by the National Skill Standards Board.

A variety of career development activities will be available within five years for all Indiana primary, secondary and postsecondary students, including those considering higher education or immediate entry into the workforce. Students engage in a variety of opportunities, beginning at an early age, including classroom-based learning, applied learning, job shadowing, co-ops, pre-apprenticeships, internships, apprenticeships, and other workplace and service experiences, and direct connections to postsecondary options. Starting in 1994, every student began participating in career education. All 9th graders are required to have a career plan and a program of study for high school. Consistent with their career plan, students assume increasing responsibility for choosing learning options as they progress. Indiana's career pathways will provide an organizing context for study and align with various postsecondary options. Assessment and certification of student learning such as the State-approved portable Certificates of Technical Achievement are based on clear, high standards of performance for students. The Governor and key agency heads, in coordination with the Department of Workforce Development, are providing strong leadership and support.

The 15 regional partnerships are synonymous with the State Workforce Partnership areas. Funding awarded to the regional partnerships will assist in the development of high-quality work-based learning opportunities for students. In 1996, 20,454 high school and postsecondary students acquired valuable career exposure and workplace experience through internships, cooperative education, apprenticeships and job shadowing activities. Within the next four years, these experiences will be available to all Indiana students.

To encourage businesses to open their doors to student learning in their workplaces, the State is developing and implementing several innovative initiatives and incentives. In the Spring of 1997, the Department of Commerce will request proposals for the Business Incentive Program to encourage employer involvement in education reform, economic development and workforce development efforts; $500,000 is being made available on a competitive basis to businesses to design replicable models of collaboration with other employers. Indiana is investigating ways to use Federal STWO resources to provide liability insurance for students participating in non-paid internship programs. A legislative package is being considered to provide a tax credit for businesses providing work-based learning opportunities. Employers are heavily involved on the Indiana Workforce Proficiency Panel. The panel is to identify a common set of essential and technical skills needed in major occupational areas. Employers and educators will administer skill assessments and award industry-recognized certificates.

Recognizing the significant changes necessary in teaching and learning methodologies under the STWO design, the State has invested over $1 million dollars in professional development activities. The Commission of Higher Education will manage contracts supporting the Indiana STW Institute. It will provide professional development and technical assistance to educators, business, industry and labor representatives, parents and others. The Indiana Workplace Internships for Educator Renewal program, supported by Federal and State resources, offers teachers, counselors and administrators temporary work experience in private sector settings and human service agencies. Educators involved in the program are expected to develop innovative curriculum plans incorporating new skills, attitudes and technical information derived from the industrial experience.

School-to-Work Models

Students interested in careers in advanced technology at **Loogootee High School** will be able to enter the job market with a broad range of workplace competencies and experiences and continue on with their postsecondary endeavors due to an innovative internship program designed by the local partnership. In 1995, educators at the high school teamed with Kimball International and Vincennes University to offer a pilot internship in Computer-Aided Drafting targeted at students interested in two and four year degrees in technology. The initiative offers Kimball the opportunity help develop motivated local youth who would understand their entire process and add to their skilled workforce and students the opportunity to apply their classroom concepts and learning on very sophisticated equipment that schools can not afford, even at the college level. Vincennes University offered students the opportunity to gain up to 11 hours of college credit for internship experiences. This year the partnership has expanded to involve several new local business partners within various career clusters. Business partners include: Artec, Jasper Furniture Corporation, Jasper Plastic, Kimball Electronics, Kimball Upholstered Products, Martin County Jail, Midwestern Engineers, Memorial Hospital, Southern Indiana Development Commission and the Union Bank.

Students at **Indian Creek High School** in Trafalgar have overcome both isolation and poverty to develop a comprehensive service delivery model to ensure students have pathways to college and careers. Education reform is truly owned by the entire school community. Every nine weeks, the school shuts down for student centered "goal setting" sessions. All students are involved in work-based experiences, including service learning and internships. All students, teachers, administrators and counselors are involved in the Teacher Advisor Program (TAP). TAP allows students to receive small group counseling and explore career development activities under the instruction of faculty members. Activities occur weekly, and involve groups of 10-15 students, a faculty member and a parent volunteer. Outcomes include: an 83% increase from 1988 in the number of high school seniors planning to attend college or post-secondary programs, a 103% increase from 1991 in the number of students taking the PSAT and a 135% increase from 1991 in the number of students earning Indiana Academic Honors Diploma. The partnership is committed to ensuring that every student will leave Indian Creek High School with a strong sense of self-worth, a healthy respect for others' rights, and a commitment to become a productive member of society.

State Director: Peggy O'Malley, Department of Workforce Development, 317-232-1832.

IOWA

School-to-Work Investments in Iowa

1994 State Development Grant	$ 408,892
1995 State Implementation Grant	3,750,000
1996 State Implementation Grant	7,625,000
1994 Local Partnership Grant	643,400
1995 Local Partnership Grant	482,550
TOTAL Federal Investment To Date	$12,909,842

School-to-Work in Iowa is built on 10 years of integrating workforce development, economic development and education reform. The state's 1995 Career Pathways Program Act, which establishes an organizing framework for integrating school-based and work-based learning, provides grants to local partnerships to develop career pathways and model curricula. There has been a regional rollout strategy for technical assistance to local entities that is sequential and developmental, based on system design and building capacity. The State Plan evidences strong state leadership on strategies, well defined roles for state agencies, a template for geographic expansion, a strategy for integrating school- and work-based learning with a wide range of options for all students, and the alignment of STW with other statewide priorities.

All students have career awareness in elementary school; career exploration in middle school; career planning, decision making, and workplace readiness in high school; and a continuation of these activities in postsecondary education. With their parents, students develop a career plan by selecting from career pathways at the end of 7th grade. Three tiers of skill standards are being identified: academic and employability skills, and technology; general skills for occupational clusters, and occupation-specific skills. Iowa is also developing a clearinghouse of technical assistance, professional development opportunities, distance learning, education-based reforms such as the New Iowa Schools Development Corporation and the ACT program Work Keys, and employer linkages with the Iowa Association of Business and Industry, which has taken the lead in developing career pathways.

Iowa is divided in 15 regional STW partnerships which each include community college presidents, JTPA directors; the department of employment services; PIC representatives; administrators from area education agencies; representatives from business, industry, and labor; local school districts; a transition specialist; the department of human services; regional planning boards, and Job Service Employer Council representatives. The state School-to-Work Council, a subcommittee of the Governor's Workforce Development Council, provides policy guidance and is charged with focusing on sustaining a STW system. Iowa's K-12 education system serves nearly 3 million students. The state has 390 school districts and 15 community colleges, with corresponding area education agencies.

School-to-Work Models

The Work Start Consortium in Marshalltown is a partnership of eight local sites combining efforts, based on Tech Prep, into a comprehensive STW system. Each has linkages with employers, educational agencies, and others vital to local implementation. Targeted careers among the eight sites are those in the health, construction, manufacturing, automotive technology, industrial maintenance, chemical plant management, and banking industries. Work Start Consortium members have investigated STW projects in each targeted area and designed a plan to integrate new and existing programs. Detailed labor market information has been used in decisions on targeted careers for each site. Members include the Central Iowa Regional Planning Council, Davenport Community School District, Iowa

City Community School District, Iowa Western Community College, Marshalltown Community School District, Southeastern Community College, Waco Community College, and Western Dubuque County Community Schools.

Key Business Partners

Pella Corporation

State co-director: Mary Petersen and Laurie Phalen, 515-281-9040

School-to-Work Opportunities
KANSAS

School-to-Work Investments in Kansas

FY 1994 State Development Grant	$ 415,552
FY 1995 State Development Grant	611,100
FY 1995 Local Partnership Grants	199,942
TOTAL Federal Investment to Date	$ 1,226,594

The Kansas School-to-Work (STW) system, which has not yet received federal implementation funds, builds on planning and reforms that were already under way in support of economic development. The state has established an ongoing economic development organization, Kansas Inc., which provides policy analysis, environmental scanning, continuing strategic planning, and recommendations to the legislature. The State Board of Education has developed academic content standards, state assessments, occupational skills and competencies, and an outcomes-based school accreditation process.

Plans call for all Kansas students to participate in career awareness and exploration experiences and development of SCANS competencies as part of K-12 curriculum and instruction by 2002. All students are to prepare an initial career plan by grade 8, and career portfolio by grade 10. All students are to complete a portfolio of career skills by the end of 12th grade. About 100 articulation agreements with higher education are in place.

Seven local labor market areas are identified for local partnerships/consortia. Partnerships are encouraged to specify system structures that include foundation learning skills and career awareness in K-6, content learning and career exploration in grades 7-8, applications learning in grades 9-12, and career preparation and content/technical learning and career development in postsecondary and adult learning.

When planning for STW began in November 1993, responsibility was assigned to the governor's office. The Governor's Commission on STW includes executive officers of the State Board of Education; Departments of Human Resources, Commerce and Housing, Social and Rehabilitation Services; the president of Kansas Inc; a representative from the Board of Regents, and eight private-sector representatives.

New policies have been put in place, including a qualified admissions policy enacted by the Board of Regents that goes into effect for the class of 2001. In 1996, K-12 to postsecondary 76 educators participated in internships involving more than 200 businesses across the state; 150 are planned for the summer of 1997, involving 500 businesses.

In 1996, Executive Order 96-3 established the Kansas Workforce Investment Partnership, which provides governance over School-to-Work (STW), One-Stop career centers, and the Kansas Council on Employment Training. This structure provides for significantly more business and labor representation. The partnership is also charged to serve as a public information resource.

An outside evaluator was retained to develop a marketing plan and implementation strategies. Their report, "Connecting Education and Employment for the 21st Century," recommended that the state develop a plan to educate school boards; hold conferences for administrators, employers, and teachers; conduct in-service activities, and prepare printed materials for businesses. Information on the goals of STW, guidelines for partnerships, curriculum development, an implementation timeline, and resource identification are all needed.

State Director: Vickie Kelly, Kansas State Department of Education, 913-296-3915.

School-to-Work Opportunities

KENTUCKY

School-to-Work Investments in Kentucky

FY 1994 State Development Grant	$ 260,000
FY 1995 State Implementation Grant	4,000,000
FY 1996 State Implementation Grant	8,000,000
FY 1995 Urban/Rural Opportunity Grants	465,966
TOTAL Federal Investment to Date	$12,725,966

Kentucky is one of the first eight states, and the only Southern state to receive a first-round Federal implementation grant. All of Kentucky's 178 school districts are participating in School-to-Work (STW). The state intends for all schools to have STW opportunities available by 1999.

A leader in education reform and STW, Kentucky has developed 14 occupational clusters adopted by its Workforce Partnership Council. The 1990 Kentucky Education Reform Act was designed to enhance state capability to help students make successful transitions to the workplace. Under this 10-year, $20 billion state initiative, students are to develop career portfolios and participate in performance-based academic and portfolio assessments at grades 4, 8 and 11. Students earn a career major certificate at the 12th grade and a postsecondary certificate of mastery. The state has established career clusters as a framework for state skill standards and local initiatives.

In 1993, the governor created a state STW Partnership Council to provide policy direction. In 1994, the governor restructured the council to include the One-Stop initiative, and the name was changed to the Workforce Partnership Council. Kentucky has 22 multi-county, local labor market areas as geographic service areas for STW implementation activities.

Schools have been provided with published information on implementation, including "The Counselor's Role in School-to-Work," "A Practical Guide to Work Based Learning," and others. Leadership pool grants have been established at the regional and local level for special projects related to STW. Current grants range from curriculum development to creating work-based learning opportunities.

Working with the Kentucky Broadcasters' Association, the STW Office developed a media distribution system that permits over 3,000 ads to be aired every month over half of the radio and TV stations in the state. The STW Office and Kentucky Labor Cabinet have commissioned surveys to determine the effectiveness of current child labor laws, and Kentucky Eastern University will conduct a customer satisfaction survey targeting high school students and employers.

Starting in elementary school and continuing through high school and beyond, every Kentucky child will have a chance to learn about, and prepare for, rewarding career opportunities. STW will expose students to a wide variety of career choices, with the ability to switch direction at any time. Students will benefit from the closer ties that STW builds between high school and postsecondary education. The STW system will set higher performance goals for students, which are necessary to help ensure that they have the capabilities required for good, high-paying jobs. STW also provides opportunities for hands-on learning; more flexibility in choosing classes related to specific fields of interest. Students will get greater exposure to the more meaningful aspects of their chosen occupational cluster or career major by working in a related business or industry during 11th or 12th grade. In middle school, for example, students will begin to explore careers through career transition plans, career assessment, career guidance, career choices, and other activities. In high school, students have opportunities for work-based learning, choosing an occupational cluster career major and other activities. Career-related courses may extend to college or vocational school. Students also have the chance to have a variety of work-related experiences, including both paid and unpaid activities. Work-based learning includes worksite field trips, guest speakers, mentoring, job shadowing, internships, cooperative education programs, and school-based enterprises.

STW partners will actively recruit employer participants. Other connecting activities include matching students with appropriate employers, providing technical assistance for work-related learning in the classroom, and eventually, job placement.

School-to-Work Model

Louisville's Central High School has 11 specialized career-magnet curricula in business, law and government, medicine and other health professions, is a pioneer within a pioneering county and state. In 1990, the city's Chamber of Commerce began collaborating with the school district to better educate today's students to become tomorrow's high-skill workers. Fourteen county high schools have career-related curricula, but Central is the first to open them to all 900 of its students. Freshmen spend three weeks in each magnet to choose their concentration for the next three years. In 10th grade, they spend one period a day in their magnet's classroom, and job-shadow professionals and do volunteer community work. As juniors, students are generally connected with a mentor, with whom they meet to talk and follow in a professional activity such as a court proceeding, a board meeting, or nursing rounds. As their study becomes more in-depth, seniors get on-the-job training through internships.

Key Business Partners

Alliant Health Systems
The Christian Church Homes of Kentucky
Eastern Kentucky University
Scott County Industrial Forum
Westvaco
St. Luke Hospital
AmeriKing
United Parcel Service
Alcan Ingot

Emerson Power Transmissions
Dow Corning Corporation
Citicorp Credit Services
Procter & Gamble
Gap, Inc.
Citizen's Voice and Times
Carbartt's Inc.
American Greeting Corp.
Transit Authority of Northern Kentucky

Project Director: Dianne H. Smithers, Executive Director, 502-564-5901

School-to-Work Opportunities
LOUISIANA

School-to-Work Investments in Louisiana

FY 1994 State Development Grant	$ 528,888
FY 1995 State Development Grant	559,998
FY 1996 State Implementation Grant	4,300,000
TOTAL Federal Investment to Date	$ 5,388,886

Louisiana's School-to-Work (STW) system, known as PARTNERSHIPS!, is part of Gov. Mike Foster's efforts to reform the state's workforce development system and encourage education reform through a Goals 2000 school improvement initiative known as LEARN for the 21st century. The State's STW system began at the grassroots level with the formation of local partnerships funded by the state. Funding requirements established a standard makeup of those local STW partnerships -- employers, organized labor, parents, students, elected officials, educators and community based organizations -- all had to be involved. A network of nine regional partnerships began to take shape based on common economic development and labor market needs. The Governor's School-to-Work Council was formed to direct PARTNERSHIPS! efforts. Louisiana's efforts are directed at all students, K-12. Elementary school students participate in activities designed to build self-awareness and career awareness. Middle school students, along with their parents, begin to form academic and career plans based on their academic proficiencies and skills. By grade seven, students will have some work-based learning experiences such as job shadowing. High school students select a career cluster that integrates work-based and school-based learning with work ethics and labor market information. Those clusters include, but are not limited to, Business and Marketing, Health and Human Services, Engineering, Industry and Technology, and Humanities and the Arts. Educators are provided with worksite internships and staff development opportunities, and three State universities offer teachers graduate credit for courses in applied learning.

Louisiana's goal is to increase school completion rates and increase the proportion of 19-year-olds enrolled in college or employed in high-wage, high-skill careers. PARTNERSHIPS! is driven by seven guiding principles: preparing all students for citizenship and work; designing curricula that are current and applicable; reshaping K-12 schools to link learning with employment; engaging students and their families in career planning; expanding employer participation in curriculum design; mentoring and work-based learning, recognition by schools and employers of advanced course work or skill proficiency, and removal of traditional barriers to new methods of education and training.

The State is making every effort to leverage existing state and federal initiatives to build STW partnerships including education reform initiatives such as the State's 43 model "High Schools That Work,"and workforce development programs like the Job Training Partnership Act (JTPA), Job Corps, and a Jobs for America's Graduates (JAGS) initiative that targets out-of-school youth juvenile offenders.

Major partners include the Governor's Office, and the State's Departments of Education, Labor, Economic Development, Higher Education, Social Services, Criminal Justice and Women's Services.

The plan is overseen by the Governor's Council on STW, whose management structure includes an employer management team, a government agency-weighted implementation team, and an advisory team with input from nine regional partnerships. The legislature passed a joint resolution in 1996 in support of High Schools that Work, and a 1997 law makes STW a standing committee of the newly created Louisiana Workforce Commission.

Louisiana implemented state content standards in mathematics in 1996, and will complete new content standards for science, English-language arts, social studies, foreign languages, and art in 1997. Frameworks will also be completed for assessments linked to the new standards in four core subjects. These will be a mix of norm- and criterion-referenced assessment. Most of the state's 66 school districts now provide career counseling, and some require a career plan by grade 8, created with parent input and updated yearly. Three universities offer graduate credit for "applied learning academies," designed to promote active, contextual learning strategies.

The nine regions have been formed voluntarily on the basis of economic planning and geography. Each partnership receives funding based on areas of emphasis, required partners, and business and industry involvement. Louisiana plans to link student and labor-market information system to follow the state's 19-year-olds. One STW partnership will use its venture capital to develop a rural model for its 12 school districts, to include school-based enterprises, assist with transportation, and build Internet links.

Key Business Partners

Louisiana Chemical Association
Associated Builders and Contractors
Bollinger Shipyards, Inc.
Hibernia National Bank
Bell South
Louisiana Association of Nurserymen
J. Roy McDermott, Inc.
Procter and Gamble
Contractor's Educational Trust Fund
Louisiana Retailers Association

State Director: Chris Weaver, Office of the Governor, 504-342-2094.

School-to-Work Investments in Maine

FY 1994 State Implementation Grant	$2,000,000
FY 1995 State Implementation Grant	4,000,000
FY 1996 State Implementation Grant	3,000,000
TOTAL Federal Investment to Date	$9,000,000

One of the first eight implementation states under the 1994 School-to-Work Opportunities Act, Maine is building on its Career Opportunities 2000 (CO2) system. Its goal is to serve at least 75 percent of high school juniors and seniors by the year 2000. The state's Common Core of Learning provides an outline of specific knowledge and skills that all Maine students will be required to achieve before leaving school or entering one of eight "career/life pathways" in the 11th grade. It has served as a guide for developing Learning Results for all students, and emphasis is being placed on providing students who select a liberal arts pathway with opportunities to gain experience in professional fields of interest.

The state is considering the use of a Certificate of Core Mastery, after the 10th grade, that would demonstrate proficiency with such core competencies as: reading, writing and computation; information gathering and analysis; reasoning and problem-solving; communication and self-expression; self and family management; self-discipline and productivity; teamwork and leadership; personal and workplace safety and health awareness, and social and global stewardship.

Ninth and 10th graders also will learn about occupations and have opportunities for job-shadowing. Students subsequently will develop -- with counselors, teachers and parents -- an Individual Opportunity Plan to sketch their futures from grade 11 through postsecondary education into the labor market. These can be reviewed and revised. Both academic and occupational skills will be developed in grades 11 and 12 through the seven School-to-Work pathways -- youth apprenticeship, pre-apprenticeship, pro prep, Tech Prep, occupational prep, cooperative education, and career preparation. Each -- unlike the eighth pathway, traditional college prep -- incorporates school-based and work-based learning. High schools are to be linked to postsecondary institutions. Comprehensive Career Development Services also are to be offered.

With the leadership of then-Gov. John R. McKernan Jr., in 1993, Maine passed legislation creating Maine's Career Advantage and Job for Maine's Graduates, Inc. (JMG), which have provided statewide leadership for School-to-Work. JMG was recognized by Jobs for America's Graduates in 1995 as the nation's "best statewide School-to-Work system." The state's Committee on Transition is involved in coordinating School-to-Work opportunities for students with special needs.

The Maine Department of Education Workforce Education Team directs the state's STW activities, with oversight by the interagency CO2 Executive Committee. The state's Department of Education serves as the fiscal agent for the state implementation grant. Eight "delegate" agencies make grants to local partnerships on a competitive basis.

Local partnerships are active in 24 regions encompassing the entire state, based at technical colleges and applied technology centers. The State Chamber of Commerce, the United Paper Workers and other unions have been involved in cultivating apprenticeships and other linkages with Maine workplaces. The University of Maine College of Education and Maine Technical College System are developing new learning opportunities for teachers and integrated six-year degree programs. An information system to assess students' work progress is being developed with the Boston Private Industry Council and the Center for Labor Market Studies of Northeastern University. The state has also affiliated with the Integrated System for Workforce Education Consortium and Rural Entrepreneurship for Action Learning. The Adroscoggin Valley Local Partnership is establishing an alternative education/dropout recovery center in Lewiston, together with Jobs for Maine's Graduates.

School-to-Work Models

Lewiston, one of several strong local initiatives, is developing a pilot store-front drop-out recovery center for out-of-school youth. Under the leadership of the Lewiston Regional Technical Center, its technology delivery system will link five district high schools, allowing students greater flexibility for both school-based and work-based learning.

At the **Nichols/Portland** precision metalworking plant in South Portland, high school seniors enrolled in the Maine Career Advantage Program gain a solid grasp of many aspects of manufacturing by doing projects that include research on metals, creating blueprints, writing summary reports, and making presentations to the firm's department heads.

Key Business Partners

UNUM Corporation
Blue Cross/Blue Shield
Key Bank
Central Maine Power
D & G Machine Products
Fairchild Semiconductor

State Director: Chris Lyons, Department of Education, 207-287-5854.

MARYLAND

School-to-Work Investments in Maryland

1994 State Development Grant	$ 528,888
1995 State Implementation Grant	4,200,000
1996 State Implementation Grant	8,400,000
1995 Local Partnership Grant	700,000
1994 Urban/Rural Opportunity Grant	482,504
1995 Urban/Rural Opportunity Grant	723,643 (continuation grant)
TOTAL Federal Investment To Date	$15,035,034

Career Connections is Maryland's comprehensive School-to-Careers (STC) system linking education, economic and workforce development. The local organizing group is the Local Labor Market Team (LLMT) -- partnerships originally convened by the Private Industry Council consisting of employers, labor leaders, human resource agencies, secondary and post-secondary educators, parents, and students. Each of the state's 12 LLMT's is responsible for developing the Career Connections plan for learning-rich work experiences, and providing overall management to ensure accountability.

At the school level, existing School Improvement Teams -- groups required for every school -- are taking on the challenge of fully integrating the Career Connections plan at each school to improve school and student performance. The State is changing teacher preparation degree programs to include STC, and is requiring teachers to receive a satisfactory evaluation for three out of five years and continuing education credits in order to receive a continuing five-year certificate. Additionally, Maryland is funding two existing professional development schools to prepare pre-service teachers to implement STC components and principles in their classrooms.

Nine Career Clusters have been established to support Maryland's economic profile and align with its economic development priorities: Consumer Service, Hospitality, and Tourism; Business Management and Finance; Manufacturing, Engineering, and Technology; Environmental, Agricultural, and Natural Resources; Health and Biosciences; Arts, Media and Communication; Transportation Technologies; Human Resource Services; and Construction and Development. These clusters help structure learning in a student's area of interest.

Maryland's unique Employer Involvement Fund provides challenge grants on a competitive basis to industry-specific consortia of employers, trade associations and labor organizations, and requires LLMT's to spend 25 percent of their implementation funds in a similar manner. The first round of state-level grants were targeted to employers in the first four sectors above, and nine proposals were funded to encourage strategic employer involvement in Career Connections, develop replicable models of employer collaboration, expand career development opportunities for students in targeted industry sectors, and stimulate the development of high-quality work-based learning opportunities.

Resources are being used to institutionalize Maryland's system of K-adult career development by providing career awareness, exploration, and preparation for all students. Career Connections also supports the development of Maryland's new high school assessment through the integration of curriculum, instruction, and assessment that links with real-world applications. Teacher preparation and professional development continue to include an emphasis on Career Connections to ensure that current and future teachers have the skills to integrate school- and work-based concepts.

Career Connections builds upon Maryland's successful Tech Prep programs to facilitate students transitions from high school to college. The state is employing a variety of work-based learning strategies such as cooperative education, career academies, youth apprenticeships, and student enterprises to ensure that all students graduate from high school with a learning-rich work experience related to career interests. Work site supervisor training and a strong linkage between schools and employers are two strategies being used to facilitate employer involvement in work-based learning.

As of 1996, 10 of the 12 LLMT teams have received state funding, based on a competitive process using the state's comprehensive readiness criteria, including Baltimore City, which received a Federal local partnership grant. Following implementation of the state's education reform plans, the dropout rate has fallen from 6.5 percent in grades 9-12 in 1990 to 4.58 percent in 1996. Eight school systems have achieved a dropout rate of 3 percent or lower.

School-to-Work Model

The **Baltimore City School-to-Work Partnership** has developed a STW plan to better coordinate training for students. It addresses the needs of in-school and out-of-school youth through an in-school career academy and an out-of-school career academy to increase career options and promote magnet efforts to draw students throughout Baltimore City to the school that offers the career preparation of their choice. The career academies will provide occupational "pipelines" which require business involvement in all aspects of planning and implementation, and which prepare youth for career in authentic work settings. Careers will be targeted in existing academy models focusing on finance, travel/tourism/hospitality, and allied health. Funding is necessary to further develop the program and integrated work/learning curriculum components, enroll more disadvantaged students, and address state and national school-to-work initiatives. Products that will be developed include, among others, curricula, program structure and skills standards. The partnership includes the Baltimore City Public Schools the Mayor's Office of Employment Development, the Private Industry Council, the College Bound Foundation, the community group BUILD (Baltimore United in Leadership Development), and the Fund for Educational Excellence. The Baltimore Commonwealth is a coordinated, youth support system of services, activities and incentives available to all city high school students. It is designed to ensure all of Baltimore's young people are prepared for successful futures.

Key Business and Labor Partners

Maryland Chamber of Commerce
Chesapeake Packaging Company
Branch Electric
First National Bank of St. Mary's
W.R. Grace

AFL-CIO
Memtec American Corp.
Baltimore Gas & Electric
Westvaco
NationsBank

State Director: Katherine Oliver, Assistant State Superintendent, Career Technology and Adult Education, Department of Education, 410-767-0157.

MASSACHUSETTS

School-to-Work Investments in Massachusetts

FY 1994 State Development Grant	$ 320,000
FY 1994 State Implementation Grant	5,500,000
FY 1995 State Implementation Grant	11,500,000
FY 1996 State Implementation Grant	8,250,000
FY 1994 Local Partnership Grants	1,200,000
FY 1995 Urban/Rural Opportunity Grants	495,720
TOTAL Federal Investment to Date	$27,265,720

Massachusetts, one of the first eight School-to-Work (STW) implementation states, is now in its third year of implementation. The Massachusetts (STW) Office has utilized a well-organized, phased local roll-out strategy to bring all of its 41 local partnerships, which cover every community in the State, to the implementation stage by year three. The Office funds the State's 15 Regional Employment Boards (REBs), which evolved from private industry councils, to maintain fiscal and program oversight of STW Local Partnerships. The REBs' key roles are to establish the performance benchmarks for local partnerships and to certify satisfactory progress by countersigning quarterly reports. The REBs also have potential to help align initiatives like One-Stop, STW, and welfare-to-work. The MassJobs Council, the state's Human Resources Investment Council, provides overall program oversight.

The State Education Reform Act of 1993 established statewide curriculum frameworks and performance-based credentialing for every school district. Legislation was recently passed to provide matching funding in support of STW connecting activities. Massachusetts will have a 10th grade certificate of initial mastery, scheduled to be in place by 1999, an optional 12th-grade certificate of advanced mastery, and an optional 12th-grade certificate of occupational proficiency.

Curriculum frameworks for core academic subjects are to be reinforced by industry-cluster specific frameworks. Based on regional needs, and economic information from Northeastern University's Center for Labor Market Studies, the State has identified 12 industry areas/cluster pathways, including architecture/construction, communication/graphic arts, energy/environmental services, financial services, food processing/agriculture, education, production technology/engineering, and telecommunications/information systems.

The Massachusetts STW system emphasizes alignment of related initiatives. In 1995, the STW Office co-sponsored a Unified School-to-Work RFP to allow partnerships to access discretionary funds from various Federal programs through a single competition. The STW Office has made good use of in-State expertise to build local capacity, by: contracting with University of Massachusetts' Donahue Institute to broker technical assistance to locals; contracting with the State community college system to develop and implement a multi-module workplace mentor training curriculum.

The state is making concerted efforts to reach hard-to-serve populations. Through the Alternative Education Alliance for Boston, all alternative education providers in the Boston area have associated to provide coordinated services to out-of-school youth. All Boston alternative education providers are now issuing a Boston public school credential to their learners, and mainstream and alternative education students have access to the same work-based learning opportunities.

An effective connection with the Associated Industries of Massachusetts (AIM), the state's largest employer association, has resulted in AIM's convening regular STW meetings of representatives of 12 separate employer groups tied to the 12 industry clusters. Hundreds of businesses - in financial services, health care and biotechnology, retail, hospitality, environmental services and utilities, and manufacturing - as well as numerous industry associations, are participating in STW across the state. Selection of a strong Building Trades representative to STW Advisory Committee has produced commitment to direct union support in technical assistance and marketing for union stakeholders in local partnerships.

Massachusetts STW is working with State policy-makers to revise State child labor laws, and has put forth two strategies to remove work-place learning barriers: a bill to allow workers compensation coverage for unpaid interns, and a model liability coverage plan for STW activities. To help address employer liability issues and worker safety, all work-based mentor training will integrate a health and safety module developed by Massachusetts Department of Public Health.

School-to-Work Models

The **Fenway Middle College** was selected by the U.S. Department of Education as a "New American High School." The State STW Office has convened all deans of University of Massachusetts' Schools of Education to address changing teacher preparation curriculum. In the summer of 1996, about 2,000 teachers and counselors were provided with internships in industry through the Governor's annual "Summer of Work and Learning" program. The Massachusetts Institute of Technology Institute for Learning and Teaching provides teacher teams from local high schools with intensive training in work- based, contextual learning, team-based projects, which the teams return to their schools and execute. State "Time in Learning" standards provide school credit for work-based learning; time spent away from school site, if tied to an organized learning plan, counts toward required annual hours of instruction.

Key Business Partners

BBN Incorporated
Crocker Architectural Sheet Metal Co., Inc.
Geltex Pharmaceuticals, Inc.
New England Medical Center
Two/Ten International Footwear Foundation
Beth Israel Deaconess Medical Center
Texas Instruments
Malden Mills
Boston Stock Exchange
Gillette Company
John Hancock Financial Services
Liberty Mutual Group Insurance Company
Brigham & Women's Medical Center
Brigham and Women's Hospital
Federal Reserve Bank of Boston
Massachusetts Electric
Travel Education Centers
American Express
Polaroid Corporation
Lucent Technology
Shawmut Bank
Browning-Ferris Industries
Putnam Investments
Fleet Bank
NYNEX
Fairfield Mall

State Director: John Niles, 617-451-5130.

MICHIGAN

School-to-Work Investments in Michigan

FY 1994 State Implementation Grant	$ 8,000,000
FY 1995 State Implementation Grant	16,000,000
FY 1996 State Implementation Grant	12,000,000
FY 1994 Urban/Rural Opportunity Grants	516,078
FY 1995 Urban/Rural Opportunity Grants	2,144,246
FY 1994 Local Partnership Grant	577,472
FY 1994-95 Indian Grant	29,590
TOTAL Federal Investment to Date	$39,264,386

In Michigan, one of the first eight School-to-Work implementation states, the statewide effort is coordinated by the Michigan Jobs Commission in conjunction with the state Department of Education. Its goals for 1999 are: at least 90 percent of all students earning a high school diploma will have received state endorsements in communication arts, mathematics and science, or there will be a 2 percentage point increase each year; all high school students will have at least one structured, work-based learning experience, with 50 percent being paid; at least 35 percent of high school graduates and all community college students in an occupational program will have earned a skill certificate; all high school graduates should be employed full time within a year or be enrolled in postsecondary skill training/education; at least 90 percent of high school students will graduate (or there will be a two percentage point annual increase in graduation rates), and there will have been a 2 percentage point annual increase in the postsecondary graduation rate. In addition, efforts are being made so that all Michigan residents will understand the goals and elements of School-to-Work; half of the state's high schools will offer inter-disciplinary career majors, and one-quarter of employers will actively participate in work-based learning options.

The Jobs Commission and the Department of Education are assisting 26 workforce development boards, under the "No Wrong Door" initiative, to develop and implement a School-to-Work system that will help youth acquire the knowledge, skills, abilities, and labor market information they need to make a smooth and effective transition from school to career-oriented employment or further education or training. This is designed to stimulate local creativity in establishing systems that build on and enrich promising programs such as tech prep, apprenticeships, cooperative education, business-education compacts, career academies and charter schools.

School-to-Work Models

The **Wayne County School-to-Work Partnership** is an across-the-board, county wide effort which creates career opportunities for young people by linking school and work experiences. Programs are offered that prepare students for post-secondary work and education options. Rigorous, relevant academic courses are linked with worksite experiences, yielding a more focused learner and a better prepared worker. This strong collaborative effort within the community includes business, education, government, industry, community agencies and labor. School-based learning activities and goals include career awareness and exploration, counseling, challenging academic and skill standards, and regularly scheduled evaluations. Work-based learning involves a planned program of job training and experiences relevant to a student's chosen career. This could lead to the award of a skill certificate, paid work experience, workplace mentoring and instruction in general workplace competencies. Connecting activities ensure coordination between school-based and work-based learning. Courses are geared toward teaching knowledge and skills used at work. Students are matched with employers' work-based learning opportunities. Parents are kept abreast of school and work activities.

The **Saginaw School District** and representatives of manufacturing, engineering, construction, automotive and other industries have led a community-wide initiative to ensure that in-school and out-of-school youth develop career goals, have quality work-based learning, and learn the necessary skills to be employable and valued community members. The partnership, which also includes the 4-H Club, the Boy Scouts of America and the Academy for Technology Enterprise, is changing young people's educational experience, by: engaging business to create workforce development strategies in major employment sectors; restructuring high schools into interdisciplinary career academies linked to postsecondary study (schools within schools), and aligning cross-disciplinary curriculum to reflect each career pathway and industry standards. Career information, job shadowing, and paid and unpaid work-based learning are provided, and an evening charter school is being created to serve dropouts between the ages of 16 and 20.

Key Business Partners

Chrysler Corporation
Sparrow Hospital
Aztec Manufacturing
Thurston Woods Retirement Center
A & J Precision
American Spoon Foods

Ford Motor Company
Bronson Methodist Hospital
Radisson Plaza Hotel
CMI Cast Parts
Engineered Machine Products, Inc.
Degrow Travel

State Director: Robert T. Pendleton, Office of Workforce Development, 517-335-5853.

MINNESOTA

School-to-Work Investments in Minnesota

FY 1994 State Development Grant	$ 334,000
FY 1995 State Development Grant	450,000
FY 1996 State Implementation Grant	3,800,000
FY 1994 Local Partnership Grants	256,082
FY 1995 Local Partnership Grants	1,246,382
FY 1994 Urban/Rural Opportunity Grants	455,393
FY 1995 Urban/Rural Opportunity Grants	512,318
TOTAL Federal Investment to Date	$ 7,183,378

The overall vision for School-to-Work (STW) in Minnesota is to create a seamless system of education and workforce preparation for all learners, tied to the needs of the workplace. Emphasized are high expectations and standards, targeted to the development of academic, technical and career skills that prepare all learners for successful education and employment transitions.

The state's STW system has four components: school-based learning, which allows students to learn how academic subjects relate to the world of work; work-based learning, which provides learning experiences that develop broad, transferable skills; service-based learning, which allows students to apply a range of skills while developing the habits of active citizenship, and connecting activities, which integrate and connect the worlds of work and school.

The cornerstone of Minnesota's STW system has been the implementation of statewide graduation standards which articulate the integration of school and work-based learning skills and competencies for all learners. Comprehensive training, technical assistance, and support has been provided to all public high schools. These standards, also the focus of Minnesota's Goals 2000: Education Improvement Plan, specify what all learners must know and be able to do prior to leaving high school.

Thirty-five local partnerships have been established with six technical assistance areas that coincide with local labor market areas. The Governor's Workforce Development Council, a 32-member council that meets monthly, has been charged with the responsibilities of coordinating the development, implementation and evaluation of the Minnesota STW System. It is chaired by the President of the Minnesota Chamber of Commerce, with several prominent Minnesota-based businesses and labor leaders represented on the governing board. An Interagency Leadership Team, composed of representatives from the Department of Children, Families and Learning (the successor to the Department of Education), the Department of Economic Security and the Department of Labor and Industry, oversees STW implementation activities.

Since receiving the Federal grant in February 1997, the state has been focusing its efforts on certain key system-building activities, including the development of a comprehensive statewide technical assistance strategy. Six technical assistance coordinators from across the state will assist with STW partnership development and progress. These local/regional partnerships must reflect the diversity of the economic market area and represent various sectors in the community, including employers, labor, education, learners, and community organizations.

Planning grants, implementation grants, and effective practices grants will be available to partnerships. Grant monies will be venture capital to spur the changes needed to sustain a STW system for all learners. Performance Indicators have been developed to set a standard for partnerships' work. They offer a framework for evaluation and planning, and the basis for assessment and evaluation.

Minnesota has a variety of innovative components which will strengthen STW: The University of Minnesota offers a STW Certificate at the pre-service and continuing education levels for interested professionals. The Minnesota Teamsters have partnered with business to establish a charter high school. New high school structures around career pathways have been created. A Teachers in the Workplace program is conducted with the Minnesota Business Economics Education Foundation. The Minnesota Career Information System includes 350 occupations that can be accessed in 80 percent of public high schools, all career development centers, and many postsecondary institutions. Labor market information workshops are conducted. A STW Student Organization Foundation promotes applied leadership and career development opportunities. Entrepreneurship programs in 25 communities aim to provide learners with principles of business ownership and management skills. Initiatives exist to improve transition services for youth with disabilities. Eighteen youth apprenticeships have jointly developed program standards. An Internet System for Education and Employment Knowledge, a collaborative effort to provide information on job opportunities and career planning, is being developed collaboratively with the University of Minnesota, Minnesota State Colleges and Universities, the Department of Children, Families and Learning, the Department of Economic Security, and seven other state and private agencies and organizations.

School-to-Work Models

Fond du Lac Community College in Cloquet is a Federally-funded Local Partnership Grant that is continuing to expand work-based learning and applied learning/integrated curriculum opportunities in its targeted high schools. The partnership is working on a comprehensive K-12 career development process for the area schools and to expand the number of articulation agreements with postsecondary institutions. The local partnership recently expanded to include eight new school districts into its STW plan, as a result of initial successes over the last few years and the implementation of a comprehensive outreach plan.

Minneapolis Public Schools is another Federally-funded local partnership which is making developing a K-Life continuum for education and training. It has developed a K-8 conceptual framework, implemented career clusters, developed associate level degree programs in conjunction with postsecondary institutions at area high schools, and developed career cluster initiatives for out-of-school youth and adults.

The **Voyager Program** in Minneapolis focuses on careers in the financial industry. A career pathways program at **St. Francis Public High School** incorporates career investigation. **Dakota County Technology Careers Academy** arranges math, science, technology, language arts, and social studies into six themes characteristic of work in manufacturing and engineering.

Key Business and Labor Partners

Land O' Lakes
Associated Builders and Contractors
Augustine Medical, Inc.
Minnesota Multi-Housing Association
AFL-CIO
Minnesota Technology, Inc.
Northwest Airlines
Norwest Bank
Novartis
Printing Industry of Minnesota
Iron Mining Industry of Minnesota
Hutchinson Technology
Minnesota Chamber of Commerce
Minnesota Teamsters
Champion International Corporation
Northern States Power Company
Minnesota Software Association
Minnesota Restaurant, Hotel and Resort Association
Piper Jaffray
Precision Manufacturing Association

State Director: Eugene Piccolo, Minnesota Department of Children, Families and Learning, 612-282-6277.

MISSISSIPPI

School-to-Work Investments in Mississippi

1994 State Development Grant	$ 480,000
1995 State Development Grant	240,000
1996 State Development Grant	346,671
TOTAL Federal Investment To Date:	$ 1,066,671

Mississippi's employment and training strategy is a collaborative effort intended to integrate education, economic development, and employment and training policies. The School-to-Work (STW) transition initiatives are built upon education and economic development policy expanded and articulated by the governor's office, and implemented through collaborative organizational partnerships. The legislature earmarked state funding for the Work Force and Education Act of 1994, which established a regionally based delivery system for education and training.

The legislature also has expanded Tech Prep initiatives statewide. Mississippi Tech Prep is a sequence of study beginning in middle school and continuing through two years of postsecondary education, leading to a certificate, an associate degree, and direct entry into the work force as technically skilled employees, or further college education. Tech Prep includes new career discovery courses in 7th grade, computer discovery in 8th grade, and technology discovery in 9th grade. These all emphasize use of technology in the classroom. Tech Prep also includes applied academic instruction in English/communications, math and science courses, and comprehensive career counseling. The initiative organizes applied learning and specific courses selections within five broad career categories: agriculture and natural resources; business and marketing; health and human services; applied arts and humanities, and engineering industrial technology. Mississippi's cooperative education program has been revised to provide work experience for Tech Prep. The Department of Education, through the High Schools that Work initiative and the Research and Curriculum Unit of Mississippi State University, has developed and is updating plans for curricula integrating school- and work-based learning. Over 5,000 teachers have received training through Tech Prep's professional development component.

Mississippi is committed to ensuring that all students are exposed to work and participate in meaningful experiences that allow them to master skills and competencies necessary to be productive workers. Because more than 50 percent of students live in rural areas the state's strategies to ensure wide career exposure and application of academic and employability skills include building on programs such as cooperative education, Work-Based Learning, youth entrepreneurship projects, Jobs for Mississippi Graduates, service learning, Career Beginnings, apprenticeships, school-based enterprises, and project-based learning. Local partnerships in cities also may choose to build more intensive work-based learning experiences, including career academies based on the occupational clusters and youth apprenticeship model.

Focused career planning begins in 7th grade. Students receive career guidance through the annual development of their Career Education Plan, which is updated annually. Students and their families choose courses related to their futures and identify areas where they would like to pursue career explorations and work experiences.

Mississippi is also accelerating the use of distance education, teleconferencing, and career centers to ensure that all students are exposed to a wide range of careers, industries, and employees, especially those with nontraditional careers. The state has invested in distance education that links all high schools with community colleges; within two years, high schools can access classes and teleconferences from the state's university system. The Department of

Education is supporting local communities to provide work-based learning by developing standards, a handbook, and training for teachers and employers. Career Education Plans and Student Career Centers are being implemented.

Employers and the community are being organized at the regional and local levels to ensure student access to work-based learning and career exploration. Strategies will vary by locality, with third parties of school staff serving as the bridge between students, teachers and employers.

Employer outreach, coordinated at the state, regional and local levels, is needed so that employers can build partnerships, provide leadership, participate in management decisions, advise curriculum development, co-teach in the classroom, mentor students, and provide job-shadowing, internships, apprenticeships, and paid work-based learning. Rural communities, which often face tremendous challenges due to poverty, require intensive community development strategies.

The Mississippi community-regional strategy builds on the developmental activities that support local leadership by creating a community map for the future of youth. Instead of mandating local partnerships based on a stakeholder approach that often results in many sectors of the community being unrepresented, Mississippi's approach to local partnership-building aims to be inclusive and ensure commitment to a common vision. This approach draws upon every available source of leadership and resources, including: religious organizations, students and students organizations, parent organizations, civic organizations, and sororities and fraternities. It encourages capacity-building throughout the community, rather than using a "trickle down" approach.

School-to-Careers has changed professional development for teachers. Through Mississippi Internships for Educators, teachers are exposed to all aspects of a business/industry through a succession of experiences and assignments of specific tasks. Focusing intense training experiences, this program is designed to better prepare educators to meet the needs of students and business through hands-on activities in the workplace.

More than 600 partnerships have been established in the state's 15 workforce development regions. These provide paid and unpaid work experiences for teachers and students.

Key Business Partners

Peavey Electronics Corporation
Shelby Die Casting Company

State Director: Shirley Norwood, Department of Education, 601-359-5745.

MISSOURI

School-to-Work Investments In Missouri

1994 State Development Grant	$ 580,000
1995 State Development Grant	386,664
1996 State Implementation Grant	4,600,000
1995 Local Partnership Grant	201,770
1995 Urban/Rural Opportunity Grants	1,053,712
TOTAL Federal Investment To Date	$ 7,015,478

Missouri does not have specific legislation for School-to-Work (STW), but has over the last several years enacted legislation which lays a solid foundation for this initiative to be encompassed into the education and workforce development systems. State plans for implementing STW call for a system of regional and local partnerships which will tailor services to best meet the needs of their areas. Missouri will deliver the Federally approved STW initiative through governance of 15 regional and 50 local partnerships which will be expected to absorb an increasing responsibility the amount of funds needed for implementation in their designated areas. STW programs and activities are currently delivered through 530 school districts, 58 vocational technical schools, 12 community college districts, 15 JTPA areas, and myriad community-based, service organizations. Cooperative school-to-work agreements that serve students with disabilities are in place in 173 school districts.

Missouri's Outstanding Schools Act of 1993 provides the framework for educational improvement in schools. This act raises standards for students and calls for accountability to students, parents, and employers. In 1995, Missouri received a Federal Department of Labor grant to implement One-Stop Career Centers. As these centers become a reality, a more convenient, user-friendly environment of services becomes available in the area of workforce development.

"Missouri's Community Careers System" received a Federal grant in December 1996. Its governance structure is built around the Governor's interagency team, comprised of representatives from the Departments of Elementary and Secondary Education; Labor and Industrial Relations; Social Services; Economic Development; and the Coordinating Board of Higher Education. Each agency director has appointed a staff person to a School-to-Work Management Team which is responsible for day-to-day operations of the implementation of this exciting initiative.

A key element during the initial year of STW implementation in Missouri will be the development of an evaluation plan, including a monitoring process. The STW Management Team will charter a "functional team" of specialists to conduct research and develop recommendations for the evaluation system. The functional team's activities will include coordination with local area representatives to establish benchmarks and baseline data for use in the measure of success of State goals, which include increased high school graduation rates, and system service for high school dropouts. Initially, Missouri will base School-to-Work evaluation on: 1) the Missouri School Improvement Program, which is used to accredit each public school district; 2) reports and assessments tied to Missouri's Outstanding Schools Act of 1993; and 3) surveys and core data.

Missouri has awarded 15 planning grants with its Development Grant monies to local areas to allow these areas to expand their current partnership building activities and begin to develop their local School-to-Work initiatives. Three pilot projects have been funded to implement local initiatives: Columbia, Sedalia, and Farmington, which is a high-poverty area. All three sites are tied to the State's overall plan for education reform and have strong employer involvement. Missouri is establishing a system for issuing "initial performance certificates," building on the State's performance competencies initiative which began in 1992. Missouri has a number of vocational programs targeted to special populations. These include FUTURES, which targets AFDC heads of household, teen parents, and dropouts. The academically talented are served through the Missouri Scholars Program (1985), a three-week academic program for 330 entering juniors conducted by the University of Missouri-Columbia. The University of Missouri's project ENTER (Education for Nontraditional Employment Rules) provides technical assistance to increase the number of people entering nontraditional occupations.

School-to-work and economic development efforts are linked through the regional offices of the department of economic development as well as through entrepreneurial programs, school-based enterprises, junior achievement programs, customized training programs, advanced technology centers, and business assistance programs. The Missouri Community College Training Program provides contract training to employers in new or expanding industries. Tech Prep in Missouri is provided through consortia in fourteen community college districts. Involved are twelve community colleges, one technical college, one apprenticeship training area, forty-nine area vocational schools, and 357 high school districts.

School-to-Work Models

The Partnership Council is led by the **Columbia Chamber of Commerce and Columbia Public School** and includes a broad cross-section of the community-social service agencies, nonprofit organizations, business leaders, institutions of higher education, government agencies, and public schools. The Council has established work groups organized around six career paths. Each work group is developing recommendations and commitments regarding the preparation and expectations of students interest in a given career path. The six career paths which provide the basic framework around which guidance curricula for career awareness, exploration and decision making will be based are: Arts and Communication, Business Management and Technology, Health Services, Human Services, Industrial and Engineering Technology, and Natural Resource Systems. This partnership will make extensive use of high technologies and train the trainer models.

State Director: Doug Sutton, Missouri Department of Elementary and Secondary, 573-751-4192.

MONTANA

School-to-Work Investments in Montana

FY 1994 State Development Grant	$ 377,777
FY 1995 State Development Grant	555,550
TOTAL Federal Investment to Date	$ 933,327

A state school-to-work (STW) partnership with broad representation is in place, and is expanding meaningful participation both from the private sector and from top-level state leadership. Meetings have been held to raise community and business awareness, and the governor introduced a STW owner's manual that was jointly sponsored by his office, the superintendent of public instruction, and the commissioner of higher education.

The Governor's Workforce Preparation Coordinating Council is developing benchmarks for student academic achievement in K-12. Workforce standards will be identified in collaboration with CORD, since the state has joined the consortium to develop the "integrated System for Workforce Education Curriculum." Montana is implementing the state's career information system by starting in the elementary grades. Montana's state STW plan has been approved by the national STW office, and a rollout plan has been developed. Because the state is almost entirely rural, overall state strategies stress on-site technical assistance, regional meetings, video teleconferences, and school-based enterprises.

A team representing the offices of the governor, the superintendent of public instruction, the commissioner of higher education, the department of labor and industry, the department of commerce, and the department of public health and human services coordinates Montana's STW development efforts with a statewide advisory boards of 40 key stakeholders.

The state's higher education institutions are working with the State Board of Education to address increased articulation and to develop revised pre-service and in-service teacher preparation programs. The Montana Board of Regents is focusing on workforce development at the postsecondary level. Montana is evaluating student-proficiency requirements and admissions standards for Montana University System in relation to workforce preparation system development. All two-year postsecondary institutions have articulation agreements with state high schools. Several colleges have been involved in community-wide STW activities: Fort Belknap College, for example, established agreements to pursue STW with three high schools and 32 employers.

Montana's Federal STW development grant is funding 21 local STW projects. Three of these are implementation grants, and 18 are partnership development grants.

School-to-Work Models

The **Polson School District** has been a national demonstration site for the use of student portfolios. The program, called "Get a Life," is sequentially designed for grades 5-12. Students address self-knowledge, life roles, educational development, and career exploration. In addition, the **Anaconda School District** has evolved as a pilot site for a Career Pathways model.

The **Rapelje STW Project** has developed a partnership with the Rapelje STW Foundation, which has purchased 34 acres to be used for school-based enterprises. A K-6 curriculum for career exploration, "Kid's Reality Check," has been developed at Rapelje. Fifth and sixth graders at the school participated in job shadowing. Five of eight seniors were placed at worksites.

In 1994, **Poplar High School** received a STW transition grant from the U.S. Department of Education to target high risk students. It is one of five pilot programs nationwide and the only one on an Indian reservation. The project operates a Community Education Employment Center to provide a complete secondary school curricula as well as comprehensive vocational-technical education, counseling, activities, summer school, day care, parenting skills, workshops, seminars, and STW transition services. Broadus High School in southeastern Montana also received a grant.

State Director: Jane Karas, Office of the Commissioner of Higher Education, 406-444-0316.

School-to-Work Opportunities
NORTH CAROLINA

School-to-Work Investments in North Carolina

FY 1994 State Development Grant	$ 600,000
FY 1995 State Implementation Grant	4,999,324
FY 1996 State Implementation Grant	10,005,000
TOTAL Federal Investment to Date	$15,604,324

JobReady, North Carolina's school-to-work (STW) system, includes strategies for educational reform, encourages meaningful involvement from all key stakeholders and focuses on community-based decision making through local JobReady partnerships of educators, employers, parents, students, community leaders, and others. The Governor's Commission on Workforce Preparedness, also the state's Human Resource Investment Council, has oversight for the overall effort.

JobReady is designed to engage students in educational experiences that demonstrate the connection between school, the real world and their future, and that equip them for success in further education and training. One of the goals of JobReady is that all students, by the time they graduate from high school, would have had *some* type of work-based learning experience. Such experiences may range from a job shadowing experience to service learning to internships, cooperative education or apprenticeships. The critical point is to make school-based learning relevant to the world outside the classroom. JobReady also focuses on providing career development and guidance to all students, so that they and their parents are able to make the best and most informed decisions possible about courses, postsecondary education or training and career options. Furthermore, JobReady motivates students to stay in school, excel and develop positive attitudes about learning.

For employers, JobReady helps to generate a workforce that is motivated, literate, skilled and prepared to take on new challenges. It also reduces costs for training, remediation, accidents and workplace errors. Employers are embracing new ways of helping their local schools, from providing work-based learning experiences for students *and* teachers to providing input on certain pieces of curriculum.

Employers, educators, students, parents, employees and community leaders have created local partnerships and helped develop the JobReady system. The State JobReady Partnership Council, which operates under the auspices of the Governor's Commission on Workforce Preparedness, is working together with local partnerships to make JobReady a success in every county of the state. Currently, 94 out of the 100 counties in the state participate in a local JobReady partnership and are funded through a competitive grant process. These partnerships, with representatives from the private and public sectors, use the broad framework developed by the State to develop and implement JobReady in their own communities. It is anticipated that all 100 counties will participate in a funded partnership by 1998.

Key Business Partners

Siemens Energy and Automation
Bell South
RJ Reynolds Tobacco Company
Grade A Services
Novartis
Polygram Manufacturing and Distribution
Grade A Services

Dow Corning
Burckhardt America
DuPont
Southeastern Regional Medical Center
Weyerhauser
Carolina Power & Light
Nash Health Care System

Blum Industries
Schindler Elevator Corporation
National Spinning
Harper Corporation

State Director: Loretta Martin, Commission on Workforce Preparedness, 919-715-3300.

NORTH DAKOTA

School-to-Work Investments in North Dakota

FY 1994 State Development Grant	$ 400,000
FY 1995 State Development Grant	399,996
FY 1996 State Development Grant	155,554
FY 1995 Indian Grants	30,000
TOTAL Federal Investment to Date	$ 985,550

Working with over 80 representatives from statewide business and industry, education, and community leaders, 15 state agencies and organizations have designed a school-to-work (STW) system for North Dakota. Four rounds of partnership grants are in place, and 17 local partnerships have been funded. These local partnerships include 84 school districts, more than 100 communities, and over 77,000 students. The development activities are available to approximately 60 percent of the K-12 students in North Dakota. The state made a deliberate decision not to pass comprehensive STW laws nor to mandate collaboration among the partners. No new laws are needed for implementation, and collaboration among partners has a long, productive history in North Dakota.

North Dakota plans to build upon existing consortia and programs in tech prep and cooperative education. Among these programs are 10 Teacher Learning Centers, funded by the Department of Public Instruction, which will be used to provide in-service training and curriculum coordination.

Response from business leaders has been very good statewide and, especially, at the local partnership. For example, Butler Machinery, Inc. -- a multi-site and multi-state heavy industrial service and dealer center for Caterpillar equipment -- has worked with the Bismarck area partnership to pilot a school- and work-based learning system to help students who are interested in diesel technology explore and develop career plans. The system has worked well, and is being expanded through Butler's plants. It is also being considered by Caterpillar International as a pilot system for all Caterpillar dealers nationwide. The North Dakota Home Builders Association is also working with the state STW office and local partnerships in Fargo and Bismarck to pilot a system for the construction trades industry.

Career portfolios are being emphasized in many of the local partnership sites. The state plans to create certificates of initial and advanced mastery. In K-6, students receive career awareness and will be expected to select a career major no later than the 11th grade. The STW management team is working to establish the FINDET system, which uses data from different sources to follow students beyond secondary education into either postsecondary education/training or the world of work. Special Needs Diversified Occupations programs operate at seven sites, sponsored by Juvenile Services and the State Board for Vocational and Technical Education.

Video and audio communications are being emphasized for the delivery of curriculum. The state has a digital network that forms the major two-way interactive video and audio highway that links the state's postsecondary institutions. Also available is K-12 interactive television.

The North Dakota Workforce 2000 Program is a key statewide, state-funded program to meet the training needs of business and industry. It provides state funds through Job Service to coordinate training and skills development for existing businesses. The collaboration between the Department of Public Instruction, the State Board for Vocational Education (SBVTE), the Governor's office, the university system, and the State's Council on Vocational Education (SCOVE), led the Governor to appoint the STW Management Team responsible for the design and implementation of the state STW system. It works closely with the Goals 2000 committee. The team includes the AFL-CIO, the departments of economic development and finance, labor, and public instruction; the governor; the Greater North Dakota Association; Job Service; the association of private career schools, council of school administrators, education association, Indian affairs commission, school boards association, university system, division of vocational rehabilitation, and the State Boards of Vocational and Technical Education. The team will work closely with the newly established Workforce Development Council. A majority of business and industry representatives will serve on the 31-member council. This coordination is intended to increase business and industry involvement in STW.

The state will use pre-existing planning regions established by the Governor's office in 1970. Roll out will be based on the Tech Prep, cooperative education, and vocational technical education models, which provide a blueprint to build a complete STW system. Tech Prep programs are available in 43 schools and serve 14,247 students. Secondary vocational education is overseen by the Board of Education. Key steps will be developing skill standards and certificates of initial and advanced mastery.

North Dakota's University system is responsible for pre-service and in-service teacher training. It has also taken the lead in developing work-based learning options for postsecondary students. The ACTS Project (Articulation, Conceptualizing, Training and Sharing) has developed a statewide network between state and tribal postsecondary institutions to provide the five two-year colleges and five tribal colleges with academically related, paid work experience.

Key Business Partners
Butler Machinery, Inc.
North Dakota Home Builders Association

State Director: Dean Monteith, 701-328-3074.

NEBRASKA

School-to-Work Investments in Nebraska

FY 1994 State Development Grant	$ 355,555
FY 1995 State Implementation Grant	2,500,000
FY 1996 State Implementation Grant	5,000,005
FY 1994 Local Partnership Grants	649,822
FY 1995 Local Partnership Grants	811,424
TOTAL Federal Investment to Date	$ 9,321,801

The mission statement of the Nebraska School-to-Work (STW) implementation grant, affirmed by statewide task force meetings, is to: Create a statewide system of education and employment opportunities that will enable young people to attain the skills and knowledge required in the workplace of today and tomorrow, and to transition smoothly from school to work. Governance of this effort is charged to the STW Standing Committee of the Nebraska Industrial Competitiveness Alliance (NICA), a 28-member executive board appointed by the governor. Local partnership advisory boards are composed of at least 51 percent business representatives.

Local partnerships in Nebraska have flexibility in designing systems to meet local needs and challenges, with each system meeting the core criteria of the STW Opportunities Act. There are 20 STW partnerships in Nebraska, to date, covering 80 of the state's 93 counties. These 20 partnerships are: Sugar Valley Careers Coalition, Southern Panhandle Regional STW, McConaughy STW, south Platte Regional STW, Buffalo County STW, Career Pathways & Partnerships, Northeast STW, Gage County STW, Southeast Nebraska STW, Cooperation BEST, Career Pathways Project of Greater Omaha--Aim Institute, Crete Community STW, STW of Lincoln, Omaha Job Clearinghouse, Metropolitan Areas-Rural STW, Partners in Education--South Sioux City STW, Rural Lancaster & Saunders Counties STW, Hall County Area STW, Mid Plains Area Partnership for Choices, and Pine Ridge STW. Grants to all local partnerships have been awarded competitively.

School-to-Work Models

The **Omaha Job Clearinghouse** (OJC) is a local partnership comprised of the Greater Omaha Chamber of Commerce, Metropolitan Community College, the Omaha Housing Authority, Omaha Community Playhouse, Job Training of Greater Omaha, the United Way of the Midlands, the AFL-CIO and over 850 employers. Education partners serve approximately 71,000 students in four school districts: Omaha Public Schools, District 66, Millard, and Ralston. The OJC was established in 1990 to address labor availability issues and the large numbers of employment-bound youth graduating from high school each year. Through a sequential job-shadowing program, students were matched to employers of interest, and exposed to all aspects of the industry through four visits to the host business during their senior year. In 1994, OJC was one of 15 local partnerships nationwide selected to receive direct Federal funding. With this venture capital, OJC is developing a STW system which assists all youth in transitioning from school to employment in high-wage, high-skill positions. For at least 80 percent of these students, this will include some form of postsecondary education. OJC activities include comprehensive guidance, an early awareness program, A+ businesses, internships and apprenticeships, teacher/counselor summer internships, Omaha Work Keys, Career Options Plus, a workforce preparation program, ProPal Plus, a Job-Link Hotline. Diplomas awarded to Ralston High's Class of 1997 included a guarantee that the recipient can put his or her academic skills to use. Ralston seniors are Nebraska's first who are required to meet performance standards. These require 26 tests of proficiency in 11 categories, including areas such as technology, math, the arts, and physical fitness. Other Nebraska school districts are instituting performance standards, and Omaha's District 66 in the OJC and North Platte in the Mid-Plains Partnership will require students to meet similar requirements for graduation in 1998.

The **East-Central Regional Career Pathways and Partnerships (CPP)** is a local partnership that builds upon the successful collaboration existing in the nine-county eastern and central Nebraska region that encompasses over 5,000 square miles in Boone, Butler, Colfax, Greeley, Merrick, Nance, Platte, Polk, and Valley Counties. This system is designed to serve over 14,000 students in grades K-12 in over 60 elementary-secondary school districts, plus grades 13-14 at the postsecondary level. Columbus Lakeview High, a partnering school in Career Pathways and Partnerships, was chosen as a lead site in Nebraska for the Center for Occupational Research and Development (CORD) Integrated System for Workforce Education Curricula (ISWEC) project. Lakeview also received a site visit from the Building Linkages Project for its exemplary partnership activities.

Key Business Partners

Loup Power District
Behlen Manufacturing Company
Goodyear Tire and Rubber Manufacturing
Western Sugar Company
Norfolk Daily News
B & C Steel Corporation
First Data Resources
Omaha World-Herald
Cornhusker Public Power
Valmont Industries
Marriott Hotels
Wagner Tool & Engineering
St. Francis Medical Center, Grand Island
Norfolk Regional Center
Faith Regional Health Services
Alegant Health Systems/Immanuel
Agomac
Eaton Corporation
Appleton Electric
Omaha Community Playhouse
Friskie's Petcare, Inc.
Farm Bureau Insurance
Modern Farm Implement Corporation
US West Communications
Beatrice Daily Sun
EconoFoods
Dwyer Photography
Good Samaritan Hospital, Kearney
Affiliated Foods
Torin Products
SAC Federal Credit Union
Dana Corporation
Broyhill Company
Midlands Community Hospital, Papillion
Lammel Plumbing
Kearney Hub

State Director: Darl Naumann, Nebraska Alliance for Learning, 402-471-3741.

NEVADA

School-to-Work Investment in Nevada

1994 State Development Grant	$ 400,000
1995 State Development Grant	399,996
1996 State Implementation Grant	1,900,000
TOTAL Federal Investment To Date	$2,699,996

Nevada is creating a "yellow brick road" from the schoolhouse to high-wage, high skill employment. Creation of a comprehensive school-to-career system for all students has become a primary focus for a broad coalition of Nevada's education, business, and workforce development community. Nevada's School-to-Career (STC) system has been strengthened over the past three years through the passage of legislation (AB 703) which provided $4 million for STC system building. The plan includes a wide variety of strategies and local models to integrate school and work-based learning, secondary and postsecondary education, and academic and vocational curriculum. It includes options for work-based learning for in-school and out-of-school youth with a major concentration on paid work experience; a plan for career guidance and counseling in grades K-14; and opportunities for business/industry involvement and a campaign to increase the number of private sector employers involved in STC. To maximize resources and provide regional planning and system development, the State has created four regional areas, based on the service delivery areas of the four community colleges and Tech-Prep consortia. The state is providing a funding base to each of the four regions, with 10 percent reserved to be awarded competitively. Increases in subsequent years will be performance-based. Nevada envisions a comprehensive system for STC transitions for all youth.

Nevada has established Action Teams designed to assist local partnerships with STC implementation. They include staff from across State agencies with expertise in various fields. An example is the All Students Action Team which will serve as a consulting body to help locals strategize and develop plans for ensuring that every student has access to and is supported in STC. State. Nevada is also moving towards having all students complete at least one community college course before high school graduation to ensure a "foot in the door" of postsecondary education.

Nevada's Department of Education is the fiscal agent for the federal implementation grant. The Workforce Development Board's School-to Career Council makes decisions and recommendations, charts progress, and adjusts the course of STC implementation. STC Action Teams provides guidance to the four regional partnerships, and make recommendations to the STC Council. Nevada's roll out strategy is based on existing community college and Service Delivery Area systems. The State will give greater consideration to local applicants which propose initiatives linking to existing local and state STW efforts. Building on existing programs, the State has used local program experiences as models, and coordinated with workforce development agencies to play a strong role in providing connecting activities.

The Nevada School-to-Work Transition Program (AB 303) requires the State Board of Education to adopt a STW program and provides money. The 1990 Nevada Business Plan for Education, developed by business and industry, stresses accountability and responsiveness to students, workers, employees, and citizens. Implementation began in 1991 and long-term goals are to be fully integrated by the 1997 legislative session with guaranteed educational and employment opportunities for all youth by 2000.

The Board is revising high school curricula to focus on standards, new state proficiency tests and STC integrated curricula. The Department of Education is providing training on use of portfolios and helping develop standards and define competencies. It is also working on counseling programs and internships for teachers and students. Teacher externships have been a focus of many local partnerships. Universities are offering Teacher Externship classes in the summer. The University and Community College System Board of Regents are on the Nevada Workforce Group. All four community colleges have established articulation agreements with each of Nevada's 16 school districts. The four systems have integrated Tech Prep and STC. The state plans to blend academic and vocational courses in a structured and focused program equivalent to a "college prep" course. Both universities hope to influence teacher pre-service and in-service training.

In 1995, the Assembly appropriated funds to implement STW transition programs, requiring the state board of education to provide funds for STW in all school districts and four community colleges. The bill calls for career exploration and guidance starting in middle school, high academic standards, strengthened Tech Prep, skill certificates, programs for postsecondary placement or job training in 12th grade, staff development for teachers and employees, and partnerships with business. Another Assembly Bill provides a tax incentive for employers participating in STW programs Nevada 2000 Comprehensive State Improvement Plan calls for connected education pathways from pre-K to the workforce; a Standards Review Committee, and creates seven planning teams to develop the key elements for school improvement and educational reform.

Nevada's efforts are coordinated by the Nevada Workforce Group appointed by the governor. Local administration and programming is provided by four regional partnerships, based on the service delivery area of the four community colleges and Tech Prep consortia, which have been awarded development grants. Operating under the Regional Nevada Workforce Agencies, they will oversee regional efforts for planning, program development, and coordination.

Nevada has one registered youth apprenticeship program, and is part of CORD, "An Integrated System for Workforce Education," designed to build a cohesive curriculum including applied and worksite teaming, career development, skill and academic standards, and occupational clusters.

Key Businesses Partners

Sprint
Nevada Hotel and Motel Association
Nevada Bell
Newmont Gold Company
Washoe Medical Center
Wells Fargo Bank
Sears
Ralston Manufacturing
Nevada Manufacturers' Association

State Director: Keith W. Rheault, Nevada Department of Education, 702-687-9158.

NEW HAMPSHIRE

School-to-Work Investment in New Hampshire

1994 State Development Grant	$ 377,777
1995 State Development Grant	66,666
1995 State Implementation Grant	2,125,000
1996 State Implementation Grant	4,250,000
1994 Local Partnership Grant	562,120
1995 Local Partnership Grant	421,590
TOTAL Federal Investment To Date	$7,803,153

New Hampshire's School-to-Work (STW) efforts reflects the state's tradition of local autonomy and independence. Six regional partnerships, including one federally funded local partnership, are developing strategies to be incorporated into a statewide STW system.

The state is developing a fifth curriculum framework on career education to complement the other four academic frameworks. Eventually, this will become part of statewide assessments conducted at grades 3, 6 and 10. The state team has begun to promote Registered Youth Apprenticeships for secondary students. In August 1996, the New Hampshire School Boards Insurance Trust issued applications for Student Work-Based Learning Accident Insurance Policies, allowing local partnerships to underwrite the risks of students placed in work-based learning sites not covered by Workers' Compensation insurance at a cost of $4 per student.

Policies have been issued on secondary-postsecondary articulation and career pathways. Statewide articulation efforts will focus on college admissions, with a preference for a single assessment system and competency-based admissions, while retaining course-based admissions. On December 9, 1996, New Hampshire sponsored a New England Regional Conference on STW for Higher Education Institutions, initiating discussion on articulation issues; follow-activities are planned. Three career pathway models have been adopted as models of policy guidance for local partnerships: single-path, multiple-path, and individual-path. Instead of retaining an outside evaluator, core state benchmarks are being developed to serve as a baseline for local partnerships.

The New Hampshire STW team has formally become a subcommittee to the state's Workforce Development Committee, allowing streamlined decision making. All implementation activities came under the team's purview when the Southern New Hampshire School-to-Careers Partnership -- which had received direct Federal funding -- was successfully folded into its roll-out structure.

New Hampshire is emphasizing school-based enterprises, and rural communities are to be better served through an agreement to expand the Tri-County Community Action Program of transportation for senior citizens to include students.

School-to-Work Models

The **Southern New Hampshire School-to-Careers Partnership** in Salem builds on existing collaborations and includes performance measures and a strategy for recruiting employers. It focuses on career awareness; provides work mastery certificates and certificates of initial mastery; and links with technical colleges to provide all youth with a job, apprenticeship, or further schooling after high school. Targeted careers include health care, finance, manufacturing, transportation, communication, utilities, computers, retail services, and business services. Partners include 23 employers, five labor groups, five school districts, six postsecondary institutions, three economic development organizations, two community-based groups, five chambers of commerce; representatives from student associations, parent advisory groups, and employment and training agencies.

Six young women from **Nashua High School** spent eight weeks at **Lockheed/Sanders**, getting exposure to all technical positions, ranging from assemblers to engineering assistants and engineers. One mentor said: "All mentors got to meet all of the students and learn a little bit about them. We really appreciated the opportunity to let more of the community know what we do at Sanders, and provide a chance to see what technical career options are available." A student concurred: "It opened my eyes. I saw there are many opportunities out there. Just going into a workplace and seeing what they do shows you how they apply what we learn in school. That was very valuable."

Teacher in the Workplace enables teachers to work for two to four weeks during the summer in local companies. A health and physical education instructor at **Pinkerton Academy** for 16 years who did a four-week internship at **Parkland Medical Center** in Derry, said: "This was one of the best shots in the arm an educator can have. You can go for your graduate work, go to school, but the experience and hands-on that I had in the workplace was incredible. I was able to bring this into my classroom when I had students who were interested in fields of physical therapy, nutrition, exercise physiology. I have the resources now to link them."

Key Business Partners

Sanders, A Lockheed Martin Company
Citronics Corporation
St. Joseph Hospital
Salem Police Department
AIRMAR Technology
Hampshire Chemical Corporation
Hadco Corporation
Exploration Physics International
JC Penney Company, Inc.
Columbia Parkland Medical Center

State Director: Justine Hale-List, Department of Education, 603-271-3893.

NEW JERSEY

School-to-Work Investments in New Jersey

FY 1994 State Development Grant	$ 340,000
FY 1995 State Implementation Grant	6,000,000
FY 1996 State Implementation Grant	12,000,000
TOTAL Federal Investment to Date	$18,340,000

In New Jersey, one of the eight first implementation states under the School-to-Work Opportunities Act, a key component of systemic educational reform is preparing students for entry into the workforce. The School-to-Work (STW) system is designed to enable all New Jersey students at all levels, to learn the skills necessary to attain highly-paid careers and participate in lifelong learning. It involves partnerships among schools, employers, labor organizations, the local community and government. Many New Jersey students participate in programs such as Tech Prep, cooperative education and apprenticeships, upon which STW is designed to build.

Beginning with September 1997, 21 new local partnerships will be started, increasing the total to 42 statewide. Each local partnership is required to have one or more postsecondary education partners, and is charged with developing integrated secondary-postsecondary articulation programs to at least the baccalaureate level.

Core Curriculum Content Standards, issued in May 1996, describe what all students show know and be able to do in visual and performing arts, comprehensive health and physical education, language arts/literacy, mathematics, science, social studies, and world languages. Student learning is benchmarked at grades 4, 8 and 12. From these content standards, five workplace readiness standards have been identified: 1) all students will develop career planning and workplace readiness skills, 2) all students will use technology, information and other tools, 3) all students will use critical thinking, decision making, and problem-solving skills, 4) all students will demonstrate self-management skills, and 5) all students will apply safety principles.

Career competencies for occupational programs developed by the National Skill Standards Board are being implemented in all occupational programs. The state's Performance Measures and Standards requires program graduates to take an industry-sanctioned licensing or certificate examination. The state intends to expand the use of certificates for all occupational programs. Students develop self-awareness and learn basic knowledge about careers and technology in elementary school. In grades 7 and 8, students set career-oriented goals and develop four-year career plans for grades 9-12, when applied curricula link classroom and work-based learning. After 10th grade, students must select a career major and have a work-based learning experience to explore their career choice programs.

State agencies involved include: the Office of the Governor, Department of Education, Department of Labor, Commission on Higher Education, Department of Commerce and Economic Development, and the State Employment and Training Commission. The Public Sector Policy Group coordinates policies and programs at the state level. Local Workforce Investment Boards function as substate Workforce Planning and Coordination bodies.

The Comprehensive Education Improvement and Financing Act of 1996 defines a "thorough and efficient system of public education which is uniformly applicable to all districts," and sets out formulas for base and performance funding. The State Board of Education is directed to review core curriculum standards, develop efficiency standards, and report to the legislature.

New Jersey plans to expand 2+2 high school plus two-year college technical programs so that students can be both employees and students. A pilot project in allied health establishes a direct link between high schools, county vocational schools, community colleges, and the University of Medicine and Dentistry of New Jersey. The University of Medicine and Dentistry of New Jersey is providing advocacy, training and teamwork skills for programs serving youth with disabilities.

Key Business Partners

Caesars Hotel and Casino
Johnson & Johnson
Merrill Lynch
Robert Wood Johnson Hospital
The GEON Company
DuPont Chambers Works
Hoffmann-LaRoche, Inc.
Siemens Business Communications Systems
Prudential Insurance
Bell Atlantic
Shop Rite Supermarket
Provident Bank
BF Goodrich
Claridge Hotel and Casino
Jersey Shore Medical Center
PSE&G
West End Family Pharmacy

State Director: Thomas Henry, 609-633-0665.

School-to-Work Opportunities
NEW MEXICO

School-to-Work Investments in New Mexico

FY 1994 State Development Grant	$ 300,000
FY 1995 State Development Grant	150,000
FY 1996 State Implementation Grant	2,200,000
FY 1995 Local Partnership Grants	500,000
FY 1995 Urban/Rural Opportunity Grants	343,805
TOTAL Federal Investment to Date	$ 3,793,331

New Mexico is implementing school-to-work (STW) through 17 Regional Area Partnerships to prepare all students for success in the workforce. Through state support and local control, it will help establish a statewide framework that meets the regional educational, training and employment needs of society, employers, government and individuals. The state's plan involves collaborative efforts of schools, businesses, students, parents, state agencies and other partners. With a strong connection to the State's Goals 2000 initiative, the plan builds upon successful practices such as Tech Prep consortia, career academies, and an "employability model" for school curricula that develops basic academic and personal skills and work competencies necessary for successful employment.

Businesses' options for involvement range from employing students to contributing resources to schools. The State's Small Business Development Center network is to support rural school-based enterprises and other entrepreneurial activities. High schools are to be increasingly linked to postsecondary institutions. Efforts to bring STW to scale statewide include a statewide STW awareness and education campaign, a STW partnership conference, a published STW manual, and career academy training. Career academies and skill standards have been identified for future job demands within the State.

New Mexico's Blueprint 2000 contains an innovative assessment tool that will be used to gauge students' knowledge, communications abilities, and employability or postsecondary readiness as they progress through school. The employability skills framework, initially adopted in 1992, will have standards in place in 1997 that all students will be required to attain. Several local school-to-work sites, particularly in the Albuquerque area, are strong and being used as models throughout the state. Santa Fe Community College is developing a plan to create a partnership with the Santa Fe Public School District and other community groups.

The Governor's office, the State Departments of Education, Labor, and Economic Development, the State Board of Education, small business, organized labor, the Commission on Higher Education, Native American tribes, and public schools administrators are all providing direction and leadership. The School-to-Work Office is part of the Governor's Office, with the STW Advisory Board providing overall policy direction.

School-to-Work Models

The ECONPOLIS program at **Bernalillo Middle School** permits students to run their own business participating in the school "judicial" and "police" programs and setting up and maintaining their own bank.

Since 1985, more than 150 businesses, agencies, and organizations have joined the **Join-A-School Program** initiated by the Greater Albuquerque Chamber of Commerce and the public schools. Business people serve as tutors, mentors, and business partners.

Central Public School District in Framington has a Career Prep High School in Shiprock with 100 students enrolled. Students can earn a Basic Workforce Certificate.

Santa Fe High School will require students in the class of 1999 and later to demonstrate employability skills and community service participation.

The **Las Cruces School-to-Work Partnership** has developed a creative partnership with the banking industry. Every bank in the community has promised at least one slot for students to participate in work-based learning experiences.

Key Business Partners

Intel
Westinghouse
BDM
Sandia and Los Alamos National Laboratories
Santa Fe Hospitality Industry

State Director: Vonell Huitt, Department of Finance and Administration, 505-827-3078.

NEW YORK

School-to-Work Investments in New York

FY 1994 State Development Grant	$ 620,000
FY 1994 State Implementation Grant	10,000,000
FY 1995 State Implementation Grant	20,300,000
FY 1996 State Implementation Grant	15,000,000
FY 1995 Local Partnership Grants	950,608
FY 1995 Urban/Rural Opportunity Grants	2,108,571
TOTAL Federal Investment to Date	$48,979,179

New York has funded 55 School-to-Work (STW) partnerships, based on size and the quality of proposed activities. A fiscal plan has been created to adjust local partnership funding during the remaining years of the Federal grant. The state has also developed a proposal for revised graduation and diplomas requirements, awaiting approval by the Board of Regents. "Career Development and Occupational Studies Learning Standards" were issued, including three for career development, integrated learning, and workplace skills and competencies to be integrated into curriculum for all students. Regents' tests have been revised to include more writing, thinking and analysis of information, as well as "real world" problems that demonstrate application of knowledge. In 1996, the Regents raised graduation standards by approving a plan requiring all students to take the Regents exam or more challenging tests to receive a diploma. Bills were introduced in the legislature to codify STW and grant a tax credit to employers who participate in STW.

Two employer and two student representatives have been added to the Statewide STW Advisory Council. Two new committees have been created to address the needs for increasing employer involvement and planning for sustainability. A curriculum guide is being prepared to assist teachers to integrate STW principles into preservice teacher education courses. There is also continued development and pilot testing of an "alternative transcript" to credential non-traditional student achievement. The state has also conducted a Rural District Needs Assessment of 401 rural areas to identify their level of STW awareness and increase STW opportunities.

A 1996 STW report to the Regents show evidence that students in high-implementation STW schools had higher passing rates on the Regents exams. Seniors in these schools were more likely than a national sample to plan to attend colleges or trade schools. Six months after graduation, they were more definite about the career they selected or were pursuing, rated their high school curriculum as better preparing them for post-graduation goals, and felt a higher level of confidence in achieving their career goals.

A Work-based Learning Manual for employers and school administrators, which provides the ABC's of how to set up and provide work-based learning experiences, was developed and disseminated. Train the trainer sessions also were conducted to expand partnerships' work-based learning.

Other state activities include: working with Cornell University to adapt material for students with disabilities; setting up a Career Counseling Network working, and establishing a task force for each identified career major which is attempting to integrate curriculum with available skill standards.

In New York City, where the NYC STW Alliance is a consortium of major public and private-sector organizations, one partnership in each borough has been designated a "Hub Site" which can expand to include non-participating districts and schools and low-performing schools, as well as coordinate activities among contiguous funded local partnerships. Some 36 local partnerships comprised of education, business, parent, government, and labor organizations have formed, and 17 have received state and federal grants enabling them to leverage public and private resources.

Many colleges throughout the state are participating in STW partnerships. These include: Cayuga Community College, Corning Community College, Duchess Community College, Erie Community College, Genesee Community College, Herkimer, Fulton-Montgomery and Mohawk Valley Community Colleges, Hudson Valley Community College, Jamestown Community College, Jefferson Community College, Monroe Community College, SUNY-Brockport, Nassau Community College, Niagara County Community College, Onondaga Community College, Orange Community College, Sullivan Community College, and Westchester Community College.

Key Business Partners

American Express
Corning Incorporated
Eastman Kodak Company
National Association for Industry-Education Cooperation
Strong Memorial Hospital/University of Rochester
Careers & Colleges Magazine
East Harlem Employment Services/STRIVE
Greater New York Hospital Foundation, Inc.
Siemens Corporation
Wall Street Journal

State Director: Cynthia Laks, New York State Education Department, 518-474-3302.

OHIO

School-to-Work Investments in Ohio

FY1994 State Development Grant	$ 850,000	
FY 1995 State Implementation Grant	9,000,000	
FY 1996 State Implementation Grant	18,000,000	
FY 1994 Urban/Rural Opportunity Grant (Cincinnati Youth Collaborative)	559,075	
FY 1995 Urban/Rural Opportunity Grant (Cincinnati Youth Collaborative)	419,306	(continuation grant)
FY 1995 Local Partnership Grant (Miami University)	299,974	
TOTAL Federal Investment to Date	$29,128,355	

The goal of Ohio's School-to-Work system is to ensure that every Ohio student graduates with the knowledge and skills necessary to succeed in the work world, and is prepared to continue learning throughout their lifetimes. Employers, labor, parents, students, community-based organizations and educators will collaborate to integrate proven educational programs and practices with new approaches. Efforts of regional alliances and local partnerships to establish systemic change will be facilitated by the state School-to-Work Office, which includes representatives of the Ohio Board of Regents, Bureau of Employment Services, and the Departments of Development, Education, and Human Services. The Governor's Human Resource Investment Council provides oversight. Ohio has passed legislation and provided funding to support the initiative. On September 9, 1996, Lieutenant Governor Nancy P. Hollister announced 42 recipients of School-To-Work Partnership Prototype Grants. Grant awards ranged up to $100,000. During the next three years, the state and its local partnerships will:

- Implement the system of six career clusters (arts and communications, business and management, health services, human resources, industrial and engineering, and environmental and agricultural systems) and career majors relevant to Ohio's economy through the development of pilots in the 12 economic development regions.
- Expand the use of Ohio's Career Development Blueprint to all students and adults, and organize its awareness and exploration activities around career clusters and career majors.
- Complete the implementation of Career Passports for all students -- including out-of-school youth, adults, and students with disabilities -- to serve as a portable credential that communicates what an individual knows and can do.
- Research the use of multiple assessments that include student performance on the Ohio Ninth Grade Proficiency Tests, Work Keys assessments, and Ohio Competency Analysis Profiles (OCAP) tests to credential students in their career passports.
- Support and enhance the continuation of the School-to-Work system's integration projects of skill standards prototypes, leadership institute development, mentor training and resources, professional development gap analysis, pre-service educator framework, WorkKeys pilot, integrated curriculum resources, labor laws resources and training, and urban efforts linking labor, business, parents, K-12 educators, and community-based organizations.
- Develop and implement an accountability system, including the establishment of benchmarks to measure the progress of the state's system to ensure ongoing improvement.
- Expand the use of the Ohio School-to-Work home page to connect all stakeholders with the School-to-Work system in each region, as well as with other states and the national home page to provide access to shared resources for building a School-to-Work system.

- Use the School-to-Work marketing tools to increase the number and involvement of all stakeholders within each economic development region to recruit, organize, and support employers, unions, and other interested parties to provide quality school-based, work-based, and connecting activities for all students.
- Link the provision of technical assistance with regional professional development centers, regional alliances, and local partnerships to build a School-to-Work system.
- Continue strategic planning processes with all stakeholders to build an enduring statewide School-to-Work system.
- Enhance and connect the Ohio Career Information System and the Ohio JobNet by establishing regional and work-based information and referral networks organized around the 12 economic development regions and coordinated with such services as One-Stop Career Centers.

School-to-Work Models

The **Cincinnati Youth Collaborative**, a local partnership of educational, civic, business and labor leaders involved in redesigning how students are prepared for first jobs, has taken the lead in a School-to-Work initiative to bring systemic change in schools and in how employers view their roles in workforce preparation. The Taft Career Academic Program (T-CAP) begins serving all students in elementary school with career education, and continues through high school and into postsecondary educational opportunities. T-CAP includes a strong focus on out-of-school youth by extending services to the Adult Alternative High School and Cincinnati's Street Academies. The program builds on features of Tech Prep and Youth Apprenticeship programs to provide an orientation to the workplace, job shadowing experience, counseling, paid work and solid academies for all students. Services are being expanded in a core inner city high school, its feeder schools, and Street Academies. The program's four career pathways are: Health and Human Services; Science, Engineering and Manufacturing; Commercial Professional Services, and Information, Communication and the Arts. Work experience can range from entry-level positions to technically demanding ones. A student interested in a career like computer data management that cuts across several pathways may move from one to another.

Miami University of Ohio in Hamilton will be the hub for a School-to-Work system available to all students in 15 school districts in Butler and Warren Counties in the southwestern part of the state. The computer facilities of the university's regional campus will serve as a clearinghouse to connect students to work-based learning opportunities that relate to their chosen career majors, with the Chambers of Commerce instrumental in identifying additional work sites for student and teacher learning. The system will utilize existing connections involving the Chambers of Commerce, the school systems, trade organizations, government agencies, Job Service Employer Committee, Miami University regional campuses, and the Area Progress Council.

Key Business Partners

Will-Burt Company

STW Advisory Council Members
Gordon Gee, Ohio State University
George Voinovich, Governor of Ohio

State Director: Rob Radway, Ohio STW Office, 614-728-4630.

School-to-Work Opportunities

OKLAHOMA

School-to-Work Investments in Oklahoma

1994 State Development Grant	$ 480,000
1995 State Implementation Grant	3,200,000
1996 State Implementation Grant	6,405,000
1994 Urban/Rural Opportunity Grant	711,440
1995 Urban/Rural Opportunity Grant	1,154,541
1994 American Indian Grant	99,997
1995 American Indian Grant	99,997 (continuation)
TOTAL Federal Investment To Date	$12,150,975

Oklahoma has established a comprehensive School-to-Work (STW) model that serves as the state blueprint for systemic change in how youth are educated and prepared for work and for further education. The Oklahoma model outlines the process in which all students will have the opportunity to develop the skills essential to a successful STW transition. Oklahoma does not have comprehensive STW legislation. However, it has much legislation and policies needed, including a state agency responsible for vocational/technical education, a vocational/technical system serving high school age youth as well as adults, a history of service to new and expanding industries, and work site learning legislation. In addition to strong support from the state administration, two important foundations for the state's STW system have been the state Education Reform and Funding Act (1991) and the state's five-year plan for economic development. Existing tech-prep consortia will, in some cases, serve as the basis for local partnership councils.

The Career Awareness component in grades K-6 helps students understand the role of work, a student's unique aptitudes, and basic knowledge about clusters or groups of occupations. This component extends from kindergarten through 6th grade and infuses the academic curriculum with hands-on career awareness concepts to build a sound foundation for academic achievement and work appreciation. The Career Exploration component in grades 7 and 8 helps students discover their individual interests, abilities, values, and needs by exploring careers and hoe the student fits into the world of work. Structured experiences which include hands-on career exploration, career assessment, career videotapes, job shadowing, and career mentoring. These are integrated with the academic preparation. Development of a six-year plan of study is pivotal so that students and their parents begin planning beyond high school. During the next four to six years, the Preparation and Application phase helps students acquire specific preparation, including the development of occupationally-specific skills, application of academic theory to work-based situations, and the mastery of workplace basic skills. The next phase encourages the student to participate in work-based learning, starting usually at the 11th or 12th grade level. Business and industry play key roles by helping establish occupational skill standards, assisting in the design of curriculum, providing paid and guided work-based experiences and certifying whether or not a student has mastered needed skills. The concluding phase in Oklahoma's model, Success in the Workplace, helps workers maintain employability by continually demonstrating competence in problem solving, personal management, interpersonal skills, communication, teamwork, and transference of technical knowledge by continually acquiring high-demand workplace skills and by exhibiting innovation and flexibility.

The Secretary for Education is promoting a 4X4 core curriculum to require all students to complete four units each of mathematics, English, social studies, and science. However, no related legislative or board action has been taken yet. College entrance and high school graduation requirements have been raised, and vocational students are encouraged to pursue more rigorous academic pathways. Four priority academic skills tests must be passed by the end of grade 12 for graduation. A model career passport has been developed and concurrent enrollment in high school and college is allowed under certain conditions.

Forty Oklahoma sites are part of the High Schools That Work network. Two of the state's largest school districts are piloting career academies. The Oklahoma Educational Planning and Assessment System (EPAS) is being piloted by 23,000 students in 26 school districts.

School-to-Work Models

Career Partners, Inc., in Tulsa, formerly known as Craftsmanship 2000, includes six STW partnerships structured around industry/career clusters. Each has representatives from participating employers, public secondary schools, technical schools and community colleges, industry mentors, parents and students. Programs represent metalworking, health care, small business, telecommunications, transportation, and international studies. They cover grades K-14, and involve significant school-based learning, work-based learning, and connecting activities. Work-based learning activities consist of after-school and summer paid work experiences for older students in the metalworking and health care programs. Work and school activities are well integrated for metalworking and health care. Teachers participated in professional development and appear to be well trained to integrate academic and technical education into their instruction. Employers are very involved in program activities. The partnership does a good job of involving all students, including those who are at-risk and potential dropouts.

The **Delaware Tribe of Western Oklahoma**, in Anadarko, has an innovative program that meets its specific needs, such as the remoteness of the Riverside Indian School and the fact that a majority of the students are boarded. The project includes members of seven tribes: Delaware, Wichitas, Caddos, Apaches, Kiowas, Ft. Sill Apaches and Comanches. The Riverside Indian School will provide students with technology to teach, obtain information and open a window to another world. Students have the opportunity to attend college through articulation agreements between the Riverside Indian School and postsecondary institutions. Some occupations to be considered are physical therapist, veterinarian, LPN, child development, and business and information processing.

The **Consortium to Restructure Education through Academic and Technical Excellence** involves Francis Tuttle Vocational Technical Center, Oklahoma City Community College, the University of Oklahoma, the University of Central Oklahoma, and four school districts. This program is 4+2+2. Students must take applied mathematics, science, and communications in the 9th and 10th grades. Students can attend the Tuttle Center part-time in 11th and 12th grades. A career occupation preference survey is given in 8th grade; students then make six-year plans.

Key Business Partners

Hillcrest Medical Corporation
Integris Health
Camco Home Improvement
Pioneer Telephone
Altus Air Force Base
Texoma Medical Center

The Sports Car Company
Goodyear Tire and Rubber
Federal Aviation Administration
CONOCO, Inc.
Cherokee Nation
Durant Bank & Trust

State Director: Belinda McCharen, Department of Vocational and Technical Education, 405-743-5158.

School-to-Work Opportunities
OREGON

School-to-Work Investments in Oregon

1994 State Development Grant	$ 230,000
1994 State Implementation Grant	3,000,000
1995 State Implementation Grant	6,000,000
1996 State Implementation Grant	4,500,000
1994 Local Partnership Grants	428,814
1995 Urban/Rural Opportunity Grants	1,399,771
TOTAL Federal Investment To Date	$15,558,585

Oregon's vision of a statewide School-to-Work (STW) Opportunities System has evolved over the past several years as the state has reaffirmed its strong commitment to education and workforce development. In 1991, a coalition of education, economic and workforce development proponents collaborated with the Governor and state legislators to produce the five major statutes that created the framework for a comprehensive human resource investment system: the Oregon Educational Act for the 21st Century; the Workforce Quality Act; the Workforce 2000 Act; the Youth Apprenticeship Act; and the Oregon Benchmarks. This legislation also laid the foundation for a statewide STW system. In 1993 the Legislature continued to build school reform and STW through an omnibus state lottery appropriation that supported a wide range of pilot programs and development efforts.

Oregon is moving forward with the completion of statewide academic benchmarks leading to the award of the Certificate of Advanced Mastery (CAM). In December 1996, the Department of Education issued draft 4 of the grade 12 benchmarks. These include English, math, science, history, civics. Geography, economy, second language, and the arts. Career-related learning standards also have been identified, including demonstrating appropriate workplace behaviors, applying decision- making and problem-solving techniques in workplace situations, demonstrating effective teamwork, applying the principles of effective communication, using information, analyzing workplace systems and career options, and demonstrating academic knowledge and technical skills needed for successful careers. Common core curriculum goals, content standards and benchmarks have been adopted for grades 3, 5, 8 and 10. The Department of Education is developing six models in the broad career areas of Arts and Communications, Business and Management, Health Services, Human resources, Natural Resource Systems, and Industrial and Engineering Systems. Schools must offer at least one of these models, and students will be expected to select one to focus their studies on during their junior and senior years. The Department also has issued a STW Data Collection Guide to assess curriculum and instruction changes, student outcomes, and stakeholder satisfaction.

Four Oregon Benchmarks have particular relevance to STW: the percentages of students enrolled in professional technical education and involved in structured work experience; the percentage of disabled high school students moving directly to competitive or supported employment, and the high school graduation rate. Oregon is committed to providing quality STW experiences for all students in all schools as components of its Certificates of Initial and Advanced Mastery. To accomplish this, the state designed a roll out strategy that builds on the capacity of 15 Regional Workforce Quality Committees. These committees, which are firmly established throughout the state, are made up of employers, educators and others. They develop and oversee STW implementation. Membership on each committee reflects geographic and local labor areas. These 15 labor market regions are either counties or groups of counties, roughly parallel to community college districts.

The roll out strategy has three stages. In year-one, the state solicited an assessment that measured the region's relative readiness to implement a comprehensive STW strategy from each of the 15 Regional Workforce Quality

Committees. The assessment was based on a series of readiness criteria. Nine regions submitted an implementation plan. During year-two, additional begin implementing STW plans based on readiness. Second-year implementation regions will benefit from extensive state technical assistance, and from lessons learned by regions funded in the first round. By year-three all 15 of Oregon's regions will be implementing plans and continuing mentoring.

School-to-Work Models

The **South Coast Regional Workforce Quality Committee** in Coos Bay builds on an existing tech prep base to better train and educate its students in an area experiencing an economic transformation away from traditional occupations. This plan incorporates school-based, work-based, and connecting activity components. Emphasis is placed on career guidance, the provision of a skills certificate or diploma, and employers' participation in curriculum development. This grant targets careers in health care, finance, hospitality and tourism, manufacturing, shipping, forest products and commercial fishing. Representatives in the School-to-Work partnership include schools, labor organizations, businesses, parents, and government representatives. These members include: Georgia Pacific Corporation, Southwestern Oregon Community College, Bay Area Hospital, Traylor Satellite Systems, and the South Coast Business Employment Corporation.

Roosevelt Renaissance 2000 (RR2000), based in Roosevelt High School in Portland, is not technically an inner-city school, but shares many of the problems classically associated with them--such as gang activity, substance abuse, and high unemployment rates. RR 2000 is a comprehensive high school restructuring effort to integrate classroom and work-based learning. It was sparked by the realization of staff and community leaders that new approaches to learning were needed to meet the needs of a student population at "high risk" of dropping out of school. The Federal grant allows RR2000 to maintain its aggressive pace of change in creating a comprehensive STW transition model designed to prepare all students for future success in the world of work. The six career pathways that will be targeted represent growing career areas: Arts and Communications, Health Occupations, Human Services, Business and Management, Manufacturing and Engineering Technology, and Natural Resources. RR2000 has broad stakeholder involvement, including Boeing, Portland General Electric, First Interstate Bank, Portland Community College, Portland State University, International Association of Machinists and Aerospace Workers, the Portland Chamber of Commerce, and High School representatives.

Key Business Partners

Griffith Rubber Mills
Leupold & Stevens, Inc.
World Affairs Council
Columbia Douglas Medical Center
Bureau of Land Management
Oregon Business Council

James River Corporation
Bonneville Power Administration
Hewlett Packard
Ingram Book
Pendleton Grain Growers

State Director: Nancy Hargis, Oregon Department of Education, 503-378-3584, x. 350.

School-to-Work Opportunities
PENNSYLVANIA

School-to-Work Investments In Pennsylvania

1994 State Development Grant	$ 940,000
1995 State Implementation Grant	6,500,400
1996 State Implementation Grant	10,220,749
1995 Local Partnership Grants	1,800,000
1995 Urban/Rural Opportunity Grants	634,090
TOTAL Federal Investment To Date	$20,095,239

Pennsylvania is committed to align the complementary policies of the School-to-Work (STW) Opportunities Act with economic and workforce development. It has formed a State partnership of the Departments of Education, Community and Economic Development, Labor and Industry, and the Governor's Policy Office. It is proposing an organization of 10 regional action teams, under Team Pennsylvania, which aggressively promote Pennsylvania and provide a mechanism for mobilizing business leaders to establish a common message on where the state is headed.

These teams, consisting of government and key stakeholders, will provide technical assistance and strategic planning processes for local schools to help expand partnerships between schools and communities focused specifically on STW components. This team approach for developing local partnerships on a regional basis provides strong networking for technical assistance. Pennsylvania is utilizing several models in its system-building process, has effectively engaged organized labor, and has strong, varied linkages with postsecondary education.

Pennsylvania's STW initiative has roots in Tech Prep, Youth Apprenticeship, Career Academies, and comprehensive career decision making. Tech Prep has grown to 17 regional and several local consortia of secondary and postsecondary institutions. These have developed 246 approved Tech Prep programs, two-thirds of which are in allied health, business and engineering. Sixty-three percent of all school districts and 86 percent of all AVTs have participated in Tech Prep activities. Fifty postsecondary institutions have collaborated with these institutions to develop program-specific articulation agreements. Through 1995-96. Approximately 60,000 students had participated in Tech Prep program activities.

Youth Apprenticeship activities have expanded from six pilot sites covering one program area, metalworking, with 105 students in 1992-93 to 22 sites covering each of the 10 identified career clusters with over 1,400 students in paid experiences. The number of employers involved in this STW initiative has increased from 72 to almost 600.

Both Tech Prep and Youth Apprenticeship have demonstrated significant increases since their inceptions.

Comprehensive Career development and decision-making have been an integral part of this system-building effort. Pennsylvania's CD-ROM-based career development planning tool has been disseminated to all school districts and AVTSs to facilitate this process. A trainer has been trained in each of Pennsylvania's funded local partnerships.

A labor market information system is in the final stages of development. On-line access will begin in September 1997, with all schools being wired in by March 1998. This will provide up-to-date access for students and faculty to facilitate career decision-making processes.

Educator in the Workplace -- summer internships for teachers, counselors, and administrators -- continues to grow. In 1995, 78 educators were placed in summer worksite internships. In 1996, the number grew to approximately 950.

The Pennsylvania School Boards Association initiated a series of teleconferences on STW. Pennsylvania is also moving to provide strong links between STW and service learning. The state also is pursuing stronger ties between STW and K-12 entrepreneurial education.

The Governor's Commission on Academic Standards continues to move forward. Linkages are beginning to be forged between these standards and skill standards.

School-to-Work Models

The **Somerset Area Vocational-Technical School** has become Pennsylvania's center for STW work-based learning activities. The state's STW office coordinates the worksite activities for all of its cooperating/sending school districts. This collaborative process allows the AVTs to play a more integral part in educating all students in Somerset County.

The **Bradford Area School District** is undergoing a major revitalization. Students are asked upon completion of middle school to select from one of four high school career curriculum clusters: Engineering/Art, Business, Human Services, and Liberal Arts. Each cluster has three components: program-specific courses, computer courses, and academic-specific courses. For those who select academic core courses, two teaching/learning styles are available. University prep courses in math, English, and science are taught theoretically to prepare students, while Tech Prep academics are taught in an applied manner to prepare students for careers demanding technical and/or associate degree postsecondary education.

Students at **North Penn High School** in Lansdale, produced pre-school equipment for the school's child development course playground. Students in child development classes researched and critiqued equipment models and evaluated the project. Mathematics students calculated the number of plastic soft drink bottles used for the lumber and the amount of landfill space saved by using recycled materials. In addition, these students wrote papers for their English classes about the project. It united high school students, pre-schoolers, teachers, parents, and the community.

Philadelphia High School Academies provide an academic curriculum combined with occupational training in nine career areas, including business, health care and environmental technology. Operating primarily as "schools within schools," the Academies have team teaching, specially designed staff development activities and paid work experience for Academies students and graduates. The daily attendance rate is 86 percent; the dropout rate is less than 3 percent, and 85 percent of graduates gain employment.

Key Business Partners

Procter & Gamble
Harsco Corporation
Boeing Helicopters
Zippo Manufacturing
Radiant Steel
CoreState Bank
CP Industries

York International Corporation
JLG Industries
Ford Electronics
OSRAM Sylvania, Inc.
Gilmour Manufacturing
Concurrent Technologies Corporation

State Director: Michael Snyder, Pennsylvania Department of Education, 717-772-4177.

PUERTO RICO

School-to-Work Investments in Puerto Rico

FY 1994 State Development Grant	$ 435,665
FY 1995 State Development Grant	660,000
FY 1995 Local Partnership Grants	485,919
TOTAL Federal Investment to Date	$ 1,581,584

Puerto Rico has initiated several island-wide educational reforms that emphasize the relationship between educational success and economic well-being. In 1991, it was a pioneer in linking the workforce preparation efforts of its Department of Labor with those of its Department of Education. There has been clear, strong support for school-to-work (STW).

The New Economic Model of 1994 states that efforts will be centered on the development of human resources. Its objectives are to create an economy that generates well-paid and stable jobs for youth and a more just distribution of income. It aims to integrate the private sector in developing effective approaches, stimulate decentralized education based on community participation, competition and choice, and integrate training in the school-training-work continuum.

The state board and steering committee, representing a cross section of the island's community, oversees the STW system and works to ensure meaningful participation of state partners. Implementation of the state plan is the responsibility of the state board's governance structure. The overall development strategy begins with eight local partnerships, which will cover six major Metropolitan Statistical Areas with over two-thirds of Puerto Rico's population.

Four industry/area clusters are targeted for the first year: hospitality and tourism, health care, financial, and retail services and manufacturing. Expansion efforts will targets such sectors as agricultural biotechnology, telecommunications, and computer automotive technology.

The multi-campus University of Puerto Rico is spearheading the drive to provide local partnerships with model articulated curricula, ensuring a sequence of unduplicated learning in each career cluster area, from the secondary to the postsecondary level.

Tech Prep, implemented in 1992 in vocational schools, involves 10th-12th graders. The Puerto Rico Statewide Systemic Initiative brings together the University, state agencies, business and teachers to modifying teaching processes, techniques and approaches; it has 21 pilot programs. Cooperative education programs are available at secondary and postsecondary levels in which students can get paid work experience. In the "Adopt-a-School Program," more than 300 businesses are linked with schools at all levels. Sponsorship includes a range of service relationships, financial support, career awareness, and counseling.

State Director: Magal Gonzalez, School-to-Work Opportunities, 787-765-3644.

RHODE ISLAND

School-to-Work Investments in Rhode Island

FY 1994 State Development Grant	$ 355,000
FY 1995 State Development Grant	333,330
FY 1996 State Implementation Grant	1,900,000
FY 1995 Local Partnership Grants	200,000
TOTAL Federal Investment to Date	$ 2,788,330

For the past three years, Rhode Island has been researching, designing, looking at demonstration projects and working to build awareness of School-to-Work (STW). Rhode Island's plan reflects the grassroots efforts of stakeholders -- students, families, workplace representatives, community-based organizations and town, city and state agencies -- all with the support of state leaders. The plan is also the product of a collaboration among three state offices -- education, workforce development and economic development. In Rhode Island, the work-based, school-based, connecting and family involvement activities begin at the early childhood level and continue to post-secondary adult level and careers. In grades K-3, early exposure to careers and the world of work occur through story telling, interviews with family members and employers' visits to the classroom. Students in grades 4-6 begin to connect careers with the curriculum. In the 7th and 8th grades, students are matched with a mentor in their field of interest and have job shadowing opportunities. Ninth and tenth graders begin exploring career majors, and in the last two years of high school, students connect interest in a career major with work-based learning. To demonstrate a student's mastery of high academic standards and workplace competencies, Certificates of Initial and Advanced Mastery will be awarded. Students are also encouraged to seek education and training after graduation. The Community College and the University of Rhode Island are active STW partners. There is strong employer participation and Rhode Island's size provides easy access to a range of resources.

Rhode Island's STW transition effort is distinguished by the inclusion of family involvement. A parent advocacy group is to be formed at the state level and local partnerships are required to include families. School-to-work communications and materials will be produced in different languages and an aggressive outreach campaign is planned to reach all families.

Rhode Island plans to create a gateway for students, such as a Certificate of Initial Mastery that incorporates elements of the Common Core and mathematics, science, and language arts, followed by a Certificate of Advanced Mastery or industry recognized certificate that leads to postsecondary options. Student accomplishment will be benchmarked at grades 4, 8, and 10.

The Human Resources Investment Council School-to-Work Subcommittee was created by Executive Order in 1994 to serve as the policy board for STW activity in the state and to provide leadership. It includes 15 members representing the employment and education sectors and is co-chaired by the Commissioner of Elementary and Secondary Education and the director of the Department of Employment and Training. The committee is responsible for acting as fiscal agent; coordinating state-level planning, development, and implementing STW; drafting legislation; identifying incentives for employer participation; identifying broad career clusters; developing a statewide marketing and information plan; distributing funding; and planning and conducting professional development opportunities. The Rhode Island Department of Labor and Training has taken the lead in organizing and initiating a statewide pilot of Jobs for America's Graduates (JAG). The state plans to create a state-level Job Bank to connect schools and employers. A STW management team will implement the state plan and provide technical assistance to the five local partnerships. This team will include key stakeholders at state, regional, and local levels and promote continued involvement of employers, labor and community-based organizations, and families.

Rhode Island is geographically divided into five regional partnership areas to implement the state plan. These areas align with three service delivery areas, five school districts, and nine career and technical regions. Each partnership has a single governing board and contains geographically contiguous school districts. Successful local program plans must include integrated academic and occupational learning; connection with postsecondary education; comprehensive guidance and career development; family involvement; high academic standards; an evaluation plan; broad industry clusters; a professional development plan that describes the relationship to the state effort; a plan to involve small employers; demonstrated willingness to revise and develop curriculum that integrates STW experiences K-12+, and a work plan that supports seamless service delivery.

Rhode Island College is actively involved in planning to redesign teacher preparation programs. In-service teachers are provided with industry internships; workshops; and assistance, among other things, with integrated curricula, assessment tools, portfolios, and parent involvement. A STW Institute is offered each semester at Rhode Island College for teachers throughout the state. This eight-week graduate course provides educators with an opportunity to develop curriculum.

Much effort is being made by the Chambers of Commerce and community-based organizations to connect dropouts with STW, including providing GED preparation and alternative learning environments. Rhode Island stresses that STW is for "all kids," with special programs that educate profoundly disabled students for work. The Annenberg Institute for School Reform has committed resources to STW. Funds from federal initiatives such as Goals 2000 and JTPA are being leveraged.

The Governor's Human Resource Investment Council STW Subcommittee serves as the governing board for implementing and maintaining the STW system. A state STW Coordinator reports to the Subcommittee members who include the Commissioner of Elementary and Secondary Education, the Director of the Department of Employment and Training and a business representative.

Key Business Partners

AeroTech International
Fielding Manufacturing
Alga Plastics
Blow Molded Specialties
SyNet, Inc.
Cowan Plastics
Cox Communications
Matrix, Inc.
North Safety Products
Electro Standards Laboratory
Pilgrim Screw Corporation
Women & Infants Hospital of Rhode Island
Sophisticated Traveler
Textron, Inc.
Warwick Cove Marina

State Director: Judy Marmaras, Department of Labor and Training, 401-277-4600, x. 2141.

SOUTH CAROLINA

School-to-Work Investments in South Carolina

FY 1994 State Development Grant	$ 491,112
FY 1995 State Development Grant	635,558
FY 1995 Local Partnership Grants	299,727
TOTAL Federal Investment to Date	$ 1,426,397

The South Carolina School-to-Work (STW) Transition Act of 1994 was signed into law by former Governor Carroll A. Campbell, Jr., on June 15, 1994. It established a structure to provide all students the opportunity to develop rigorous and relevant academic skills, and to connect what they learn in school with the real world through learning experiences in various work sites. Under the law, South Carolina's nationally-recognized Tech Prep system is the umbrella for STW opportunities in and enables students to become informed, responsible, competent and productive members of society.

Tech Prep in South Carolina combines a strong secondary and postsecondary education to prepare students for technology careers for the 21st century. After completing a strong academic and technical program, Tech Prep students are well prepared to enter full-time employment or pursue postsecondary education. Tech Prep, at the secondary level, is a systemic reform initiative that encompasses: a foundation in applied academic courses in science, mathematics, and communication; involvement of business representatives who serve on boards and committees to provide program direction; a required occupational specialty program; a comprehensive career guidance plan; intensive staff development; elimination of the "general track"; development of STW transition initiatives such as youth apprenticeship, mentoring, cooperative education, shadowing, internship, and service learning provide work-based learning opportunities; participation in entrepreneurship education; active articulation; integration of academic and occupational education; competency-based instruction; assessment, and parental involvement.

Tech Prep is not just preparation for a technical college, a series of applied academic courses, a new name for vocational education, or merely a program affecting a small group of students. It is a catalyst for reform that transcends barriers that have traditionally prevented the majority of today's high school students from reaching their full potential. The Central Midlands Tech Prep Consortium has produced a resource manual, "Tech Prep for Special Populations."

STW opportunities include apprenticeships, mentorships, job shadowing, internships, service learning and cooperative education. Beginning as early as the 11th grade, students who are at least 16 years old will be able to participate in structured employer sponsored training at the work site while also attending school to complete rigorous academic courses and technical and occupational instruction. The experience may last three to four years and requires a written agreement, usually signed by an employer, school, and parent. Mentorship enables youth apprentices to link with work-site mentors, experienced and qualified technicians who provide instruction in work force entry-level skills. Work-site mentoring is usually connected to a formal agreement through the youth apprenticeship experience. Students may participate in half-day, full-day or week-long shadowing experiences that provide a broad overview of all aspects of a business or industry by allowing students to follow one or several persons on the job. These opportunities provide students exposure to various careers to assist in career decision-making. Internships provide a one-on-one relationship for "hands-on" learning in an area of student interest. A learning contract outlines the expectations and responsibilities of both parties. The student works regularly after school for three or four hours a week or during the summer in exchange for the mentor's time in teaching and demonstrating. The internship generally lasts from three to six months. Students are provided the opportunity to combine school-based learning with work-based activities in a community agency or project. The student may participate as a member of a work team with specific goals and activities to be accomplished. The experience may last 180 hours or more and may provide work-based course credit. Cooperative education consists of joint arrangements between schools and employers, allowing students to receive occupational instruction in school and related on-the-job training through part-time employment. Students may earn work-based course credit.

School-to-Work Models

The **Charleston County School District's** School-to-Work system was designed to help all of the district's 44,313 students make the transition from school to work. Career awareness, woven into the curriculum in grades K-5, culminates on an elementary school level in the 6th grade with the development of comprehensive career plans. Students continue updating their career plans every year until high school graduation. At the same time, teachers receive ongoing training in tested techniques for bridging the gap between academic and occupational disciplines. The Charleston County School District initiative also offers a wealth of opportunities for students interested in translating the career plans they developed in school into real-life experiences.

State Director: Bob Brown, Employment Security Commission, 803-737-2548.

School-to-Work Opportunities

SOUTH DAKOTA

School-to-Work Investments in South Dakota

FY 1994 State Development Grant	$ 400,000
FY 1995 State Development Grant	555,550
FY 1994 Urban/Rural Opportunity Grants	386,530
FY 1995 Urban/Rural Opportunity Grants	665,617
TOTAL Federal Investment to Date	$ 2,007,697

South Dakota is developing an effective organization to support change through the Department of Labor. South Dakota's Workforce Development Council governs the state's activities. The entire state is a single service delivery area for JTPA and education; thus STW partnerships will define their own coverage area. Every effort is made to include all students, in and out of school, in the delivery system. Technical assistance will be provided through four substate areas. Each includes a university, a technical school, a career learning center, a Job Service Office, an alternative school, and a correctional facility.

The state is seeking to create a comprehensive system that provides students with: high academic and occupational skills, and transferable employability skills through quality worksite experiences, and career counseling, which provides pathways for postsecondary training. The system will emphasize: career awareness, applied curriculum, teaching methodology, SCANS skills, integration of academic and occupational learning, partnerships between educators and employers, and quality worksite learning integrating academic and occupational skills.

Career awareness is part of the K-6 curriculum. This is followed by career exploration in grades 7 and 8, exploration and career planning in grades 9 and 10, and career experience in grades 11 and 12. South Dakota's comprehensive guidance and counseling program model includes guidance curriculum, future planning, counseling service, and program management.

A Career Planning Profile developed by ACT is used as an assessment measure for 9th graders. It also defines six occupational clusters and promotes the use of career portfolios. JTPA youth programs have developed competency-based curriculum for instruction in job-seeking and job-keeping (employability) skills.

The Department of Education and Cultural Affairs has identified core academic content standards in six curriculum areas. Staff development has been provided for teachers across the state on the integration of academic and occupational learning. Academic assessment is done at 3rd, 8th, 11th, and 12th grade levels.

A STW Registered Apprenticeship articulation process is being developed between the Associated General Contractors, Bureau of Apprenticeship Training, the Department of Labor, and the Department of Education and Cultural Affairs. The articulation will provide a pathway for students whereby they can receive classroom credit for secondary or postsecondary courses that will apply to the 144 hours of related instruction for registered apprenticeships. When a student is placed on a job, the hours will count toward those required for a registered apprenticeship and for a secondary or postsecondary work-based learning credit.

South Dakota plans to use distance learning through the Rural Development Telecommunications Network and the Rural Development Network, computer software programs, summer work experiences, entrepreneurial training, school-based enterprises, value-added work, and other federal work-based programs to serve rural areas. Entrepreneurial training is proving successful in the area served by the Black Hills Partnership federal Urban/Rural Opportunity Grant.

Many communities are using Teachers Externships, a business and education summer exchange program. The teacher works with the business person for approximately two weeks, which is followed by curriculum development. This integrates the skills observed or used by the teacher at the worksite into core curriculum used for teaching.

School-to-Work Models

In 1981, the Black Hills Special Services Cooperative established an Alternative Secondary School Program within the northern Black Hills to provide educational opportunities for students who had been unsuccessful in traditional secondary school programs. The **Black Hills Career Academy** offers students academic programs organized around broad career themes. It integrates classroom instruction with work-based learning and life skills. When possible, students are placed in jobs related to their field of study and interest throughout the school year and summer. The curriculum is designed to integrate work skills and other relevant requirements into the classroom. Students are exposed to the application of academics in a real world situation. Through the career academy the student develops an understanding and appreciation for school-based learning as an important component for the development of work-based skills.

State Director: Mary Ellen Johnson, Department of Labor, 605-773-5017.

TENNESSEE

School-to-Work Investments in Tennessee

FY 1994 State Development Grant	$ 290,000
FY 1995 State Development Grant	483,330
FY 1996 State Implementation Grant	4,700,000
FY 1995 Local Partnership Grants	414,925
FY 1995 Urban/Rural Opportunity Grants	473,035
TOTAL Federal Investment to Date	$ 6,361,290

Tennessee is creating a statewide school-to-career (STC) system built on public/private partnerships committed to providing every student with the education and employment skills necessary to meet global standards, become a productive citizen, and reap the benefits of lifelong learning. It is built on the concept that education reform, economic development and workforce development must be part of the same system which provides opportunities for all students -- from the academically talented to the academically challenged. The plan represents one of the most significant collaborative efforts involving the private sector, state agencies and education in the state's history.

Under the new name of Education Edge, 16 regions have been identified, and initiatives are under way to create comprehensive career development in seven career clusters and to review the common core. At the governor's direction, Tennessee is moving toward creating a consolidated workforce development system. In addition to One-Stop Career Centers and Families First (welfare-to-work), STC programs will be part of a comprehensive workforce development strategy. Regional partnerships will market and promote STC. Their funding will be based on: 1) student population and economic base; 2) incentives for partnership that cross county boundaries and/or that pair urban and rural areas, and 3) evidence of readiness to move from one level of funding to another.

In grades K-5, students are exposed to a variety of activities geared toward generating awareness and appreciation of the workplace and how academic achievement will increase future career options. Students in grades 6, 7 and 8 will take part in a broad variety of career exploration activities such as career study and research, mentoring and job shadowing. Before the end of eighth grade, educators and parents work with students to develop an individual six year plan of study involving seven study clusters -- health care, arts/communication, sciences/technology, business/marketing, hospitality/tourism and manufacturing/construction/transportation. Using those career clusters as a framework, students in grades 9-12 add work-based learning such as an apprenticeship or internship to their core academic curricula and additional technical study. Throughout the students' participation in STC, private sector involvement ensures parents and their children have realistic information about the variety of careers and the training required.

Tennessee's plan is innovative in that it emphasizes the inclusion of rural areas in the system, and offers several strategies to address their needs, including distance learning and the Appalachian Intermountain Scholars program. Known as AIMS, this rural/ regional program sponsored by 55 employers issues certificates to high school students which are recognized by northeast Tennessee and southwest Virginia employers. Additionally, each summer two Governor's Schools will be established around one of the seven career clusters. Within three years, the state plans to offer scholarships to the schools.

The initiative will be run through the Schools-to-Career Office. The office includes 3 STC staff plus 10 others on loan from departments with an investment in STC such as Labor and Economic Development. Both the Tennessee Board of Regents and the University of Tennessee systems are donating staff to the STC office to assist in cluster development, comprehensive career development (guidance), professional development, and integration of academic and vocational education. They will address teacher training, including active learning techniques, and articulation agreements. STC staff report directly to the Deputy Commissioner of Education who is a former BellSouth executive. Locally, the state will have 70-95 partnerships covering most counties.

Tennessee will commit more than $40.5 million in existing state and local resources and nearly $21.4 million in existing Federal funds to support the design, development, implementation and continued success of the system. Existing resources will be redirected to incorporate the goals and strategies of the STC system into all Department of Education professional development programs. Education Department curriculum research and development will be refocused to incorporate work-based learning experiences and career preparation concepts into all areas to ensure equal access for all students. Academic and vocational education will be integrated through improved coordination of Curriculum and Instruction and of Vocational Education activities.

Key Business Partners

Saturn Corporation
Lockheed Martin
Gaylord Entertainment Company
Dollywood
Crossville Ceramics
Midas Muffler Company
Eastman Chemical Company
TRW
Smith & Nephew Richards
Coors Brewing Company
Eagle Bend Manufacturing
Murray, Inc.

State Director: Gordon Fee, Tennessee School-to-Career, Department of Education, 615-532-4983.

School-to-Work Opportunities
TEXAS

School-to-Work Investments in Texas

1994 State Development Grant	$ 1,120,000
1995 State Development Grant	840,000
1996 State Development Grant	420,000
1996 State Implementation Grant	10,259,000
1994 Local Partnership Grants	816,900
1995 Local Partnership Grants	1,685,851 (continuation grants)
1994 Urban/Rural Opportunity Grants	1,481,634
1995 Urban/Rural Opportunity Grants	3,259,342 (continuation grants)
TOTAL Federal Investment To Date	$19,782,727

Texas will receive $61 million from the U.S. Departments of Education and Labor over five years to implement a statewide system of school-to-work (STW) transition, benefiting schools, employers and communities. Schools and colleges may leverage state, local and private funds to integrate school-based and work-based learning, as well as academic and technical training, and link high school and college curricula that reach out to both in-school and out-of-school youth.

STW funds may support such activities as: counseling, teaching and technology applications; curriculum and professional development; career concentrations (pathways); job shadowing, mentoring, and work-based learning; business/labor recruitment and public relations; and graduate placement and assessment.

STW will help all youth acquire the knowledge and skills necessary to enter and succeed in the workplace, including a high school diploma and a postsecondary certificate or degree, if appropriate.

Texas received $10.3 million for the first year of implementation; the amount will double the second year. Seventy-five percent will flow to the local level, increasing to 80 percent in the second year. The Texas Workforce Commission, Governor's Office, Texas Education Agency, Texas Higher Education Coordinating Board, and other agencies will disperse funds through grants and contracts. Local Workforce Boards and STW partnerships in each of the state's 28 workforce areas will develop implementation plans that target the needs of schools, colleges and businesses.

School-to-Work Models

The North Area Partnership is targeting grant funds to two high schools, Diamond Hill-Jarvis and North Side High in the **Fort Worth Independent School District**, to provide 675 students with expanded opportunities that will increase student achievement in school and transition students to further education or career occupations. Nearly half of the 438 11th grade students enrolled in the two high schools are involved in occupational/academic preparation in career majors of health science technology, business/office, human services and industry. About 580 students are enrolled in classes directed toward careers in areas of business, marketing, health science technology, hospitality, early childhood professions, automotive technology, and building trades.

Furr High School in Houston has been restructured around career majors, including Engineering and Industrial Technology; Environmental Science; International Studies, Trade and Commerce; and Careers and Technology. Ninth graders participate in Career Investigations classes where individual education and career development plans are put together in a portfolio for each student. Skills and knowledge required in career majors are assessed. Mentoring, internships, job shadowing and work experience opportunities were provided by 105 employers. Linkages have been developed with over 300 private sector representatives.

The **Southeast Texas Partnership** in Beaumont is creating a coordinated STW system for a three-county area by combining and enhancing the efforts and resources of several existing projects including Tech Prep, apprenticeship, Quality Work Force Planning, High-Schools-that-Work, JTPA Career centers, Boy Scouts Exploring Programs, Texas Scholars, School/Business Partnerships, and Cooperative Education. Opportunities are available for all youth to participate in a STW system that offers career investigation K-12, mentoring, job shadowing, internship, paid work experience, articulated post-secondary courses, and job development. Emphasis is being placed on key growth industries and occupational clusters, including business services, health services, trucking, engineering, legal services, general building and special trade construction, petrochemicals, and criminal justice.

Creating School-to-Work Connections, for a 17-county region of rural and mid-sized communities in East Texas, is extensively using distance learning telecommunications to link the workplace and school. The project is being piloted in nine school districts, expanding to 82 school districts.

The **Concho Valley School-to-Work Partnership**, in West Texas, was established in 1995 and unites the Tech Prep Consortium, the Quality Workforce Planning Committee, the Private Industry Council, the Job Service, and individual area employers, including Boatmen's Bank and health care partners like the Shannon Medical Center. Career majors include Business/Commerce/ Science/Technology, Health/Human Services and Arts/Communications. All students enrolled in secondary schools choose career majors and have real life-work experience appropriate to their talents, abilities and interests.

Key Business and Labor Partners

Cross Timbers Oil Company
Advanced Micro Devices
Iron Workers Local No. 482
Ed Weeren Insurance Agency, Inc.
Lockheed Martin Engineering & Science
Temple-Inland
Southwestern Bell Telephone
Subway Sandwich & Salads
Dell University
Exxon Company USA
General Motors Training Center
Intertech Flooring, Inc.
Reed Tool Company
Entergy
DuPont-Orange
AFL-CIO, Appalachian Council, Inc.
Fisher Rosemount
IBM
Lyondell Petrochemical Company
MIINC-Mechanical Contractors
TU Electric
Texas Instruments
KNVA, Channel 54

State Director: Dee Bednar, 512-463-9484.

UTAH

School-to-Work Investments in Tennessee

FY 1994 State Development Grant	$ 397,000
FY 1995 State Implementation Grant	2,400,000
FY 1996 State Implementation Grant	4,800,000
FY 1994 Urban/Rural Opportunity Grants	448,984
FY 1995 Urban/Rural Opportunity Grants	1,226,408
TOTAL Federal Investment to Date	$ 9,372,392

Utah is making School-to-Work (STW) part of the required core curriculum in order to make central to the state's educational mission. The state has been involved with education reform legislation and initiatives since the 1980's. These include skill certification, counseling and guidance, core curriculum, performance standards, and school reform. Utah plans to create model demonstration sites in each of the new regional partnerships, and then roll these models out to regions as they are ready. The system is built on the concept of an "education cone," envisioned as students feeding into high schools and on to postsecondary education. Student Educational Occupational Plans (SEOP) are to articulate with other plans and be transferable throughout the STW system. Utah is implementing the SCANS competencies and Goals 2000 standards and assessment.

Utah is divided into nine regions which receive funding for STW efforts. The State Job Training Coordinating Council provides oversight for implementation. A STW Committee includes public- and private-sector representatives. The Utah Partnership for Education and Economic Development is a clearinghouse and source for technical assistance for education-business partnerships.

Utah has identified guidance as a key connecting activity for STW. Career awareness and exploration are encouraged in grades K-6. The state has a Technology, Life and Careers program in place for virtually all middle schools. A SEOP is developed in 9th grade. Individual Education and Service Plans are developed with special education students and those with disabilities.

The Board of Education has adopted a "Life Skills" program that includes the SCANS competencies. In 1987, Utah began to implement standards by publishing a core curriculum series. The state core curriculum includes, where applicable, standards established under Goals 2000. The state's core assessment program includes 36 elementary end-of-level criterion-referenced tests and 28 volumes of test item pools. Each test results in an individual student profile. A skill certification program was implemented in the 1994-95 school year in several occupational areas. Student opportunities for career preparation include career academies, cooperative education, and apprenticeships. The Business Community Education Partnership (BICEP) was founded in 1975 as a cooperative project involving four school districts. BICEP services have reached 220 schools and involves partnerships with 2,000 businesses. Offerings include job shadowing, speakers, unpaid internships, apprenticeships, part-time and summer work opportunities, and after-graduation placement. Employers helped develop the Critical Workplace Skills Curricula.

Plans are under way to fund work-based learning coordinators at the elementary, junior and senior high schools, and at postsecondary levels. Utah is also starting to align skill certificates with students' chosen career fields. There is continued legislative support for comprehensive guidance, and individual and group career planning has been mandated. Internships and apprenticeships are continuing to develop, and STW has become an important part of the State Board's approved life skills standards. Legislation has been passed to continue financial support for comprehensive guidance and the number of meetings with parents over Student Education Occupational Plans has been mandated. Utah is also partnering with workforce services to create an adult education STW model, and chambers of commerce are collaborating in creating work-based learning sites.

An articulation committee has developed with postsecondary representatives. It will not only address articulation but also teacher pre-service preparation.

State Director: Scott Hess, Utah State Office of Education, 801-538-7850.

School-to-Work Opportunities
VERMONT

School-to-Work Investments in Vermont

FY 1994 State Development Grant	$ 400,000
FY 1995 State Development Grant	66,666
FY 1995 State Implementation Grant	1,750,000
FY 1996 State Implementation Grant	3,505,248
TOTAL Federal Investment to Date	$ 5,721,914

The Vermont School-to-Work (STW) initiative is built around the state's major education reform efforts -- the Vermont Framework of Standards and Learning Opportunities, the Comprehensive Assessment Plan, and the Green Mountain Challenge (the state's Goals 2000 plan), as well as its workforce preparation and economic development efforts. Its basic goals are to help learners meet the standards, and to help them choose and prepare for meaningful work that contributes to their quality of life and the well-being of the community.

School-to-Work opportunities with a variety of career development activities will be available within five years for all Vermont learners, grades K-14. Students may engage in a variety of opportunities, beginning at an early age, including classroom-based learning, applied learning, job shadowing, co-ops, apprenticeships, and other workplace and service experiences, and direct connections to postsecondary options. Students assume increasing responsibility for choosing learning options as they progress through the secondary level. Eleventh and twelfth grade career pathways can provide an organizing context for study and align with various postsecondary options. Assessment and certification of student learning are based on clear, high standards of performance for all students. Governor Dean and key state agency heads are providing strong leadership and support.

Fourteen regional STW partnerships have been developed around labor market regions. In some areas, regional STW partnerships are synonymous with Workforce Investment Boards established by the state's Human Resource Investment Council in accordance with legislation passed last year. Because Vermont is largely rural, work-based learning opportunities will be provided primarily by small businesses, which are 80 percent of employers. Opportunities will be available to all students, including out-of-school youth, adults without associate's degrees, and students with disabilities. Teacher-employer internships are expanding to provide a hands-on learning experience for Vermont teachers in businesses.

The system is built by communities and regions according to a statewide design, but much of the innovation in Vermont's STW efforts has occurred among regional partnerships, which include involvement by key stakeholders. One partnership holds breakfast meetings with different groups of employers each week to educate and recruit. A rural community in northeastern Vermont is receiving nursing courses via interactive television. Rural strategies for work-based learning include service learning, entrepreneurship, and Internet communications. The state School-to-Work office held two successful summer institutes, and a third is planned in conjunction with other school reform efforts.. A core group of public and private organizations provides oversight, with coordination through the Governor's Office and the Department of Employment and Training. These include the State Department of Education, the Vermont State Colleges, the University of Vermont, the Vermont Student Assistance Corporation, and the Vermont Chamber of Commerce Business/Education Partnership.

During the current fiscal year, School-to-Work is being further integrated with the state's education reform efforts of Goals 2000, the Human Resource Investment Council, and the Vermont Economic Progress Council. The Chamber of Commerce Business/Education Partnership assists with mentoring, work-based learning, and teacher internships in business. The state also works with existing work-based learning groups such as Learn and Serve, Jobs for America's Graduates, Youth Conservation Corps, and Farm Youth Corps.

School-to-Work Models

Through **Essex Technical Center's** student apprenticeships, students combine classroom learning with learning in the workplace. Employers and school staff work together to design a course of study. Jessica Chaffee, a student who has apprenticed with Heritage Toyota, said: "The apprenticeship program is the greatest thing that has happened to me. It got me into the workforce, in a job area where I have great interest. I have the opportunity to work, with great people who are willing to train me, taking time out of their day."

Montpelier High School's Community -Based Learning Program uses the community as an extension of the classroom. Joshua Steinhurst, a senior, said: "I approached our guidance department with the idea of getting an internship. I suggested something in which I was knowledgeable, namely computers and computer networking. Fortunately, they were able to link me up with Kevin Rooney at the Department of Social Welfare. I work for three hours, with or without Kevin's help, as the job demands. I have gained a sense of how a real-world computer support group works, technical knowledge, and have met a lot of nice people. It nicely complements my classes, and allows me the best of both learning styles."

State Director: Jeanie Crosby, Office of the Governor, 802-828-3326.

VIRGINIA

School-to-Work Investments in Virginia

FY 1994 State Development Grant	$ 330,000
FY 1995 State Development Grant	550,002
FY 1996 State Development Grant	256,667
TOTAL Federal Investment to Date	$ 1,136,669

The Virginia School-to-Work (STW) initiative follows Governor George Allen's push for higher academic standards and genuine accountability in the state's schools so that students are prepared not only to succeed in the career path they choose, but also to lead fulfilling, productive lives in which they exercise their duties as informed citizens who contribute to their communities.

Students participating in Virginia's STW initiative, like all of the state's public school students, must meet the new, rigorous Standards of Learning in the basic subjects of English, math, science, and history (and the social sciences). In fact, a key aspect of Virginia's STW initiative is that it does not reduce the amount of time spent on core academic subjects during the regular school day. Such programs will graduate the sort of employees that businesses across Virginia want, and that will spur economic development in the state for years to come.

The state has set four overarching themes for STW, while working with localities to help them develop initiatives which meet their particular needs. The four themes are:

- **Voluntary, After-School Apprenticeships (or other Work Experiences)** that allow high school students to gain experience in one or more occupations through "laboratories of work-based learning";
- **True, Full-Fledged Mentoring** by a caring adult who involves the student in job shadowing, academic tutoring, and building a strong personal relationship with the mentor;
- **Scholarships for Postsecondary Education and Training** for at-risk students who graduate from high school and stay drug-free and out of trouble with the law, to use at the college, university, community college, or technical school of the student's choice for whatever further education and training the student needs for his or her desired career, and
- **Public-Private Partnerships to Provide Alternative Education Programs and Settings** for students who have fallen behind in the regular classroom, such as students who have chronic disciplinary problems, to help them become employable, productive citizens.

As of May 1997, Virginia has received more than $1.1 million in Federal STW development funds, and the Virginia General Assembly has appropriated $75,000 for STW for each year of the 1996-1998 biennium. An $18,000 technical assistance grant from the U.S. Department of Labor also allowed Virginia to host a statewide STW conference attended by nearly 400 people in April 1997, where the state promoted its STW initiative and explored best practices for implementation and replicating successful efforts across the state.

Virginia is building its statewide initiative by sending most of its funds to localities throughout the state through competitive subgrant competitions. Using Federal and state STW funds, Virginia has awarded almost $800,000 to local STW initiatives through 57 subgrants. The state also plans to submit its application for Federal STW implementation funding in 1997.

Each local STW effort is unique, as each community fashions its initiative to meet local needs.

School-to-Work Models

The **Highland Springs Technical Center**, part of the Henrico County Public Schools in central Virginia, received a subgrant to teach algebra and geometry to its students using the same challenging material taught in other schools, as well as examples of how the knowledge gained in these subjects relates to work that students can do to make a living. The Center is also providing scholarship funds for at-risk Center students to use for any post-secondary education and training that a student chooses, provided that he or she stays in school, graduates, and remains drug-free and out of trouble with the law.

The Alexandria Seaport Foundation is introducing and involving at-risk youth in STW through after-school apprenticeships with boat builders who help give them employable skills and a good work ethic. Supervisors generally develop mentoring relationships with the students they supervise. Additional students are involved by using the boat-building process as a tool for teaching geometry and algebra in a local public school, showing young people the relevance of these skills to careers. The Foundation also provides scholarships for postsecondary education and training to apprentices who get a high school diploma or G.E.D. The Foundation has received additional funding to replicate its program in other localities in Virginia.

Key Business Partners

Utility Business Education Coalition

State Director: Randolph Beales, Virginia Business-Education Partnership Program, 804-692-0244.

WASHINGTON

School-to-Work Investments in Washington

FY 1994 State Development Grant	$ 525,000
FY 1995 State Implementation Grant	4,300,000
FY 1996 State Implementation Grant	8,786,500
FY 1996 Local Partnership Grants	998,040
FY 1994 Urban/Rural Opportunity Grants	435,571
FY 1995 Urban/Rural Opportunity Grants	1,723,565
FY 1994-95 Indian Grants	399,602
FY 1995-96 Indian Grants	198,801
TOTAL Federal Investment to Date	$17,167,329

Washington's State initiative is governed by an active nine-member School-to-Work Transition (STWT) Task Force appointed by the Governor. Business and labor involvement on the State level is coordinated by the Alliance, which is comprised of leaders of state's largest business and labor organizations, whose long-term goal is to increase the number of employers and representatives of work-based learning opportunities available in the state by increasing the involvement of businesses and workers from all parts of Washington.

In March 1996, the state awarded STW funds to 23 STW consortia (multiple school districts and their STW partners), and 42 STW local partnerships (single school districts and their partners). Forty-five school districts originally received state assistance in developing STWT initiatives. Washington's greatest strength is its heavy involvement of employers and organized labor at the State Task Force level. The members of the Task Force, including representatives of Boeing, the Port of Seattle, the Washington State Labor Council, and the Association of Washington Business, are active STW participants.

Washington was one of six states to participate in a national project sponsored by the National Governor's Association to design the next round of performance management systems for workforce development programs. Washington has developed an accountability system that includes "Performance Management for Continuous Improvement" and plans for a net impact evaluation.

Several exemplary school district projects have been able to reach implementation due to the earlier investment of state dollars.

School-to-Work Models

The **South Seattle/King County** area has been able to utilize both state and Federal Youth Fair Chance dollars to reform the structure of one high school to create more time for teachers to act as "student advocates."

The **South King County Tech Prep Consortium** has been able to utilize state funds, Carl Perkins funds, and a direct School-to-Work Local Partnership Grant to increase work-based learning opportunities for both students and teachers.

Central Washington University is partnering with this consortium to provide industry internships for students majoring in Education prior to their "student teaching" experiences. Still other schools have been able to coordinate State STWT dollars with Student Learning Improvement Grants awarded directly to individual schools.

Key Business and Labor Partners

Association of Washington Business
Washington State Labor Council
Boeing
Communication Workers of America Seattle Youth Fair Chance

State Director: Kyra Kester, Workforce Training & Education Coordinating Board, 360-586-8678.

WEST VIRGINIA

School-to-Work Investments in West Virginia

1994 State Development Grant	$ 420,000
1995 State Implementation Grant	2,300,000
1996 State Implementation Grant	4,600,000
1995 Urban/Rural Opportunity Grants	429,870
TOTAL Federal Investment To Date	$ 7,749,870

Building upon work begun by West Virginia's joint legislative/executive Investing-In-People Task Force, West Virginia included its School-to-Work (STW) initiative within a larger vision for workforce development under the statutorily enacted Governor's Work Force Development Council. The Council was proposed as a cornerstone of the Governor's 1994 legislative program for education along with the introduction of the STW initiative. Its vision includes improvements in all three aspects of establishing a more competitive workforce: the better preparation of youth to enter the work force, enabling current workers to remain competitive and improving the skills of those who have fallen behind. Under the proposed School-to-Work system, a subcommittee of the Council will provide the bridge between state level policy development and the State School-to-Work Steering Committee, responsible for implementing West Virginia's School-to-Work system. Roll out to regional and local partnerships will occur through two statutorily mandated structures: the District Consortia Committee, responsible for implementation of a comprehensive School-to-Work system, and Local Improvement Councils, the vehicle for involving school communities to improve educational quality. Key stakeholders mandated by the Act will continue to be involved at every level.

Revised State Board of Education policies have increased academic expectations through changes in graduation requirements that strengthen the core course work for all students, establish core courses for students in each of the state's six career clusters, and provide recommended cluster electives. Beginning with students entering 9th grade in 1999, each high school student will be required to have a work-based learning experience prior to graduation. Instructional goals and objectives also have been revised for K-12 to increase course content, improve instructional practices, and build in process/workplace skills that students need for successful entry into work and postsecondary education.

The STW office has developed guidelines for an integrated career development system that includes awareness in K-4, career exploration in grades 5-8, in-depth exploration in 9-10, and career preparation and transition in 11-adult. The STW office, in collaboration with the West Virginia Department of Education, also developed guidelines for integrated work-based learning. The state is actively developing a K-15 structure within the technical and community college system, and is working with higher education to target teacher preparation programs.

The 1996 Jobs Through Education Act provides a framework for required statewide improvement in academic standards, applied instructional methods, integrated career development, work-based learning, community partnerships, and other system reform components being implemented by local partnerships.

The interagency planning team for developing STW became the State Steering Committee when West Virginia received a Federal implementation grant. The state's roll out strategy was modified to provide funds directly to partnerships. By January 1997, 43 of the state's 55 county school districts are involved in funded partnerships. Subgrants are also made on a regional level to Community and Technical College District Consortia Committees, and all 11 have been funded.

As one of America's most rural states, West Virginia is considering options to serve rural areas such as additional transportation allowances, workplace simulation, interactive technology, school-based enterprises, rural entrepreneurship, community service, student placement in government agencies and schools, supervised work experiences following the agricultural education model, summer youth programs, and projects like 4-H and junior ROTC.

School-to-Work Models

Wayne High School, located in Wayne County in southern West Virginia, enrolls 750 students in grades 9 through 12. In December 1994, English and vocational teachers met to develop a project that would blend high-level academic studies with challenging vocational studies. The result was "The Pioneer Castle", a project designed to involve all vocational teachers at Northern Wayne Vocational-Technical School and their students enrolled in English literature classes at Wayne High School. Students studies castles from a literary perspective in English classes by focusing on the history and literature of the medieval period. They studied castles from a structural point of view in classes at the vocational-technical school. To complete the project, students in drafting classes drew plans for a scale model castle; students in basic electricity classes planned the wiring; students in heating and air conditioning classes planned the heating and cooling systems, students in ornamental horticulture classes created a landscaping design; and students in building construction classes concentrated on materials and construction. In business classes, students studied the occupations involved in building and maintaining a castle as well as the economic impact of construction and maintenance. Working in groups, the students built several small castle models. They also wrote reports and gave oral presentations on the project in their English classes. They received grades from their English and vocational teachers.

Key Business Partners

Aristech Chemicals
Bluefield Regional Medical Center
Bayer, Inc.
First Century Bank
Grimes Logging
Flexsys
Northrop Grumman
WESTVACO Corporation
The Herald-Dispatch
Alliant Techsystems, Inc.
Seely Pine Furniture
Blackwater Falls State Park
Hampshire Manufacturing
Veterans Hospital

State Director: Ron Grimes, 304-558-2389.

WISCONSIN

School-to-Work Investments in Wisconsin

FY 1994 State Development Grant	$ 290,000
FY 1994 State Implementation Grant	4,500,000
FY 1995 State Implementation Grant	9,342,000
FY 1994 Local Partnership Grants	1,156,043
FY 1994-95 Indian Grants	177,489
TOTAL Federal Investment to Date	$15,465,532

One of eight first-round implementation states, Wisconsin's school-to-work (STW) initiative is based on local partnerships, youth apprenticeships, career counseling centers, Tech Prep, and postsecondary enrollment options. Wisconsin is among the implementation states that have linked STW and education reform. Considerable attention is being paid to coordinating Federal and state resources. Plans call for all STW local programs to include paid, high quality work-based learning experiences. The state strategy for integrating academic and work-based learning is to reorganize the curriculum around career majors.

Wisconsin's goal is that when the class of 2000 graduates, 90 percent of students will have achieved basic skills mastery based on challenging state and national academic content standards at the high school level; all students will have a career plan; all will have had at least some exposure to the workplace; one of three graduating seniors will have a career major linked to an associate degree and be planning to go on to a technical colleges; one out of five high school seniors will have earned or will be in the process of earning a state skill certificate in an industry area; and such skill certificates will be available in 30 industries.

Most of the current, statewide STW programs were created by the 1991 Wisconsin Act 39, which requires the development of a youth apprenticeship program and created a 12-member youth apprenticeship council in DIHLR to coordinate the program. The act also requires that school districts establish Tech Prep programs, with the assistance of the technical college system board. Key components include youth apprenticeships, Tech Prep programs, and postsecondary education enrollment options. Under 1995 Wisconsin Act 297, a new Council on Workforce Excellence replaced the Youth Apprenticeship Advisory Council. The Wisconsin STW initiative, Skills for the Futurue, currently serves youth apprentices at 59 sites involving 725 employers and 295 sschool districts. Apprenticeships are available in 14 program areas.

A study of local implementation sites, conducted by the University of Wisconsin at Madison in 1996, showed that of 14.6 percent of the 1,200 students responding to the survey had participated in some form of work-based learning during the past school year; 50 percent had taken at least one course that was both integrated and applied; 45 percent had completed a written career plan, and 76 percent had chosen a career major. Although 61 percent did not see any connection between school learning and summer jobs, 72 percent of those participating in work-based learning programs did, and 73 percent said they intended to continue to postsecondary education, with 60 percent planning to go to four-year campuses. Students, parents and faculty consistently rated STW activities highest in "learning and applying new skills, developing career goals, and making plans after graduation."

Wisconsin serves rural populations, using distance learning technologies; some work-based learning opportunities are limited to industries such as tourism. Wisconsin's Developmental Guidance Program includes curriculum and counseling that prepare students for career choice and inform them of STW options. Using Tech Prep funds, work has been conducted with 16 consortia statewide to develop a train the trainer model for integrated and applied curriculum development. Eight Wisconsin career centers for youth provide guidance. The Department of Industry, Labor, and Human Relations is authorized to make grants to school boards and technical colleges to provide training grants to employers who provide work-based learning opportunities for students. The state's STW Cabinet is charged with policy, oversight, and coordination of state-level planning, implementation activities, benchmarks, budget requests, reports, and evaluation. This cabinet includes the superintendent of public instruction (DEI), director of the Wisconsin Technical College System, and the secretary of industry and labor and human relations.

The University of Wisconsin provides professional development for teachers, STW evaluation, technical assistance, competency-based admissions, public information on local tech prep and school to work partnerships. Curriculum mapping is one way in which students enter postsecondary education. It identifies a sequenced program for a specific career cluster. Through the influence of Tech Prep, there has been a steady rise in the number of articulation agreements. Students who complete a youth apprenticeship can receive credits at an technical colleges. The Postsecondary Options program permits high school students to receive high school credit as well as postsecondary credit of completion of certain courses taken at a postsecondary institution. The local school district pays for the tuition. Wisconsin technical colleges are working with high schools to develop curriculum maps in broad occupational clusters. High school juniors and seniors may take technical college, University of Wisconsin courses, or private college courses for high school and/or college credit.

School-to-Work Models

The **Milwaukee Public Schools** partnership is a K-16 system that unites the public schools, universities, colleges, technical colleges, labor, employers, parents, and the community. The reform agenda combines academics, career exploration, and preparation.

The **Rock County School-to-Work Partnership** combines five school districts, and is using the Wisconsin Development Guidance Model to provide an instructional and guidance strategy aimed at improving educational outcomes. The partnership focuses on an expansion and improvement of career planning processes.

The **Washington County School-to-Work Partnership**, a consortium of five districts, is focusing on increasing work-based learning opportunities for students by expanding existing youth apprenticeships in finance, health, insurance, and printing, as well as developing new apprenticeships based on integrating state and national skill standards.

Key Business Partners

W.H. Brady Company
Manpower Inc.
FirstStar Bank

State Director: Vicki Poole, Department of Workforce Development, 608-266-0223.

School-to-Work Opportunities

WYOMING

School-to-Work Investments in Wyoming

FY 1994 State Development Grant	$ 355,000
FY 1995 State Development Grant	293,446
FY 1995 Local Partnership Grants	126,060
FY 1994-95 Indian Grants	137,527
TOTAL Federal Investment to Date	$ 912,033

In 1990, Wyoming's State Board of Education established new accreditation rules that called on each school district to redefine its programs into a performance-based system by 1997. Under these new rules, districts will be required to address career options and applied course work. The state's history of local control, however, makes it unlikely that change will be mandated. Wyoming used 1994 planning grant money to build an extensive system of local partnerships and is now placing particular emphasis on encouraging employer participation. The state is also conducting meetings with the Wyoming Air National Guard and Army Guard for possible use of the 23 armories located throughout Wyoming as training sites. Once the new council is in place, the state will be positioned to move forward through local partnerships.

Wyoming is designating employers as Certified Career Education Employers (CCE) if they agree to offer paid work opportunities to students, work with the schools, provide information to Career Education Resource and Training (CERT) centers, and join the Employer Demonstration Group, which presents career fields to students in sparsely populated areas. The CERT centers will organize and centralize critical information, technical assistance, and training. Through CERT, teachers will have the opportunity to participate in Demonstration Institutes.

As of 1997, Wyoming has funded 31 local school-to-work (STW) partnership subgrants. It has funded nine new partnerships, including one proposed by the University of Wyoming. The Wyoming Occupational Coordinating Council, with staff provided by the Department of Employment's Research and Planning Section, released "State of the STW Program in Wyoming and the Role of Career Information." The report, prepared with the Northwest Regional Educational Laboratory, dealt with the special challenges faced by rural communities. Wyoming's strategy for providing STW opportunities in rural areas in based on building shared community vision and creating support and respect for individuals.

An eight-member governor-appointed STW management team provides guidance for the initiative. It is composed of representatives from the state department of education, department of employment, department of commerce, Wyoming Community College Commission, State Council on Vocational Education (SCOVE), and private business. The School-to-Work State Council has 14 members appointed by the governor, as well as a parent and a representative from family services. A 32-member statewide collaborative team has been selected by the management team to provide a direct link to regional leadership groups and local communities. It is responsible for providing advice and marketing, and for expanding initiatives at the local, regional, and state levels.

All seven community colleges have articulation agreements with one or more high schools. A little less than one half of the state's high schools have articulation agreements with at least one community college. The state plans to have these agreements increase by 10 percent per year over the next five years.

To encourage more women into non-traditional, high-pay careers, Wyoming uses Eisenhower Act funds to support five conferences entitled "Expanding Your Horizons" throughout the state. The conferences serve approximately

1,500 young women and are centered on women mentors employed in science and mathematics industries. Through the "All Aspects of Industry" system, special emphasis is placed on alerting women to many career possibilities within an industry.

Wyoming plans to work with external consultants to complete an annual fiscal audit and to conduct program evaluation. In addition, the school-to-work office and the council will conduct quarterly process evaluations, tracking whether the achievement of goals and objectives are according to the state timetable. They are also in the process of establishing a benchmarking system to provide a clear set of goals and desired level of achievement for employer involvement. These benchmarks will include the following: percentage of employers providing work experiences, offering field trips, company visits to schools, serving on curriculum development committees, visiting schools regularly, and providing career information to school or college career centers. Other benchmarks include the number of high school/community college articulation agreements, the establishment of career academies, and the use of technology to link rural communities.

State Director: Patti Muhlenkamp, Wyoming School-to-Work, 307-777-3561.